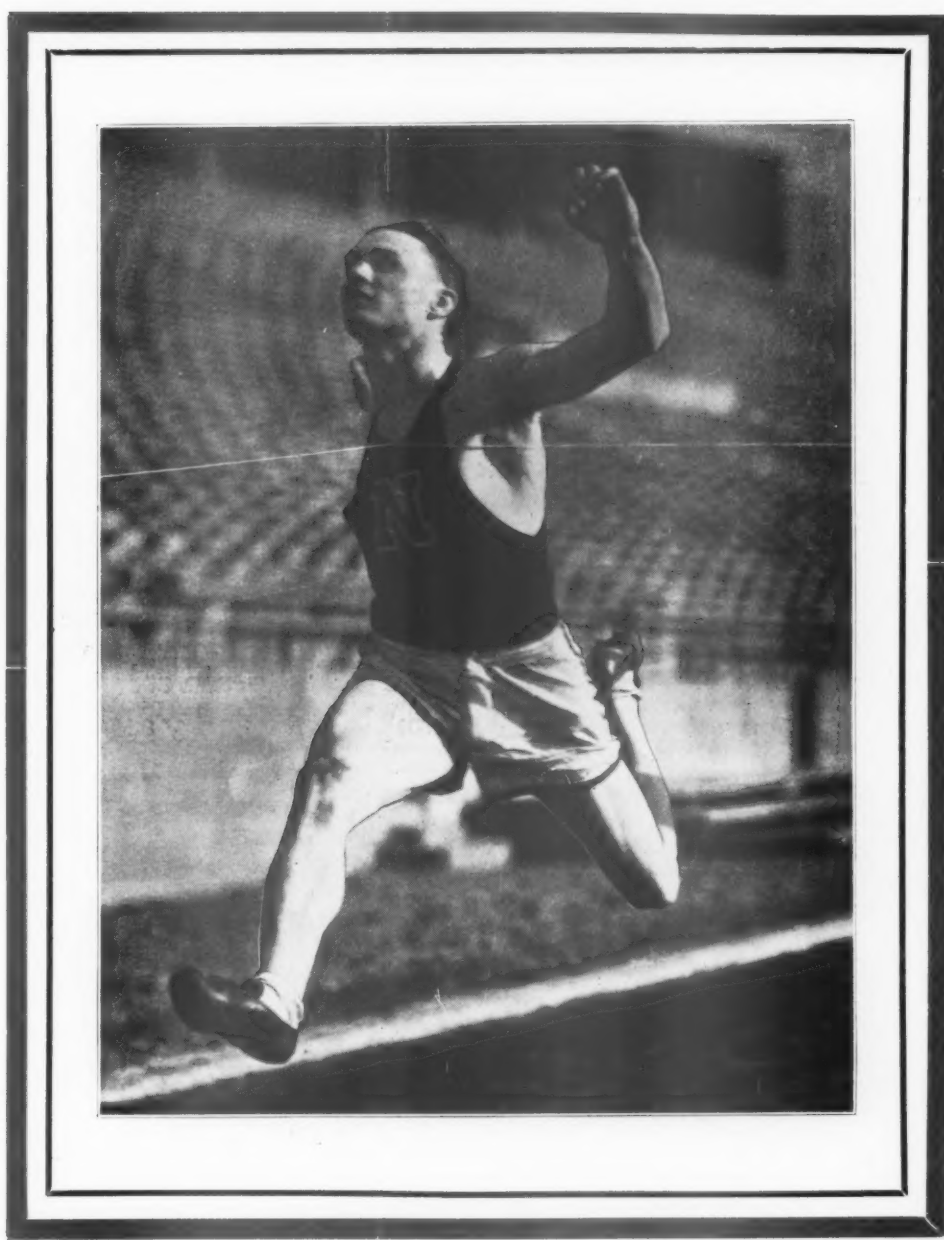


The ATHLETIC JOURNAL



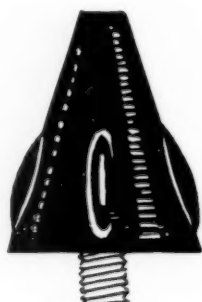
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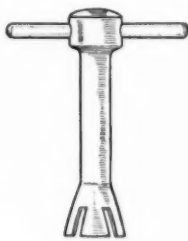
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WHEN the Athletic Journal was started six years ago as a professional magazine for athletic coaches and directors there were many who suggested that this was a worthy enterprise and one that should receive the support of possible subscribers and advertisers. No doubt many of the coaches who have contributed articles to the Journal have been actuated to do so by the thought that they were helping the game. The Journal readers have in large numbers voiced an appreciation for these contributions and have suggested that the Journal was of value to them in their work. While the value of this co-operation cannot be over-estimated, the Journal management has consistently refrained from asking the coaches to subscribe for the magazine for the purpose of making the Journal possible even though this appeal might be a worthy one. Still it is well understood that no publication can long endure if supported along charity lines. In other words, if the Athletic Journal is not worth one dollar and fifty cents to every coach subscriber, then the coach who feels that he doesn't get value received should not renew his subscription. It is difficult to understand how any man who desires to keep abreast of the times and to know what other athletic men are doing and saying can fail to find that the Journal is worth the subscription price. However, there may be such. The yearly subscription rate does not cover the cost of mailing, addressing and delivering the Journals. In fact, the expenses of publishing the Journal are largely maintained by our advertisers.

That the Journal is gradually growing in favor is evidenced by the growth in circulation. More coaches are reading the Journal this year than ever before. This encourages the management to believe that the magazine is filling a need and that the coaches are finding it of value to them in their work. Plans are now being made for many improvements in the publication for next year. The football numbers will contain many interesting articles dealing with the modern development of the game as well as the different problems which concern the athletic executive and the physical education expert. If your address for next year will be different from the address now on the Journal lists will you not kindly notify us at once and thus eliminate the possibility of having your September Journal misdirected. Whether you move from one town to another or change your local address it is necessary that the circulation department be advised since second class mail will not be delivered except to the address, on the publication. If your subscription expires with the June number send in your renewal before leaving for your vacation. The September Journals will be mailed early in the month and unless we have your renewal with the proper address you will not receive the special football number.

The ATHLETIC JOURNAL

VOLUME VI

JUNE, 1926

No. 11

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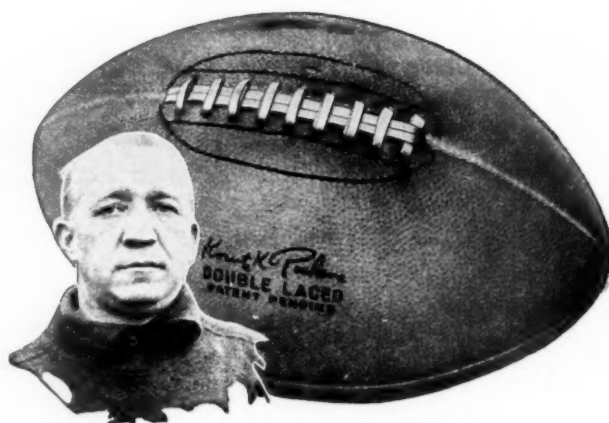
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Kuck and Houser in the Shot and Discus

The movie camera shows in detail how two of the leading weight men of the year put the shot and throw the discus

By John L. Griffith

The crop of star track and field athletes this year is fully as good if not better than that which has been produced in any single year in the past. When the great stars of other days pass on we are prone to wonder who will take their places. Each year, however, new champions arise who are even better than those who held the spotlight previously. Locke, for instance appears as good if not better than any sprinter that ever before represented any American college. His record is presented in another article in this issue of the Journal. Miller of Stanford ran the four forty in the Stanford-University of Southern California dual meet in 48.8 seconds. This appears to be the fastest time turned in for the quarter at the present writing (May 22nd). However, it may be broken before the college year closes. Richardson of Stanford made a record of 1:54.2 seconds in the eight eighty in the Pacific Coast Conference Meet May 15th. This was the fastest half mile run by a college man to date. Elliott of the University of North Carolina turned in the fastest time for the year in the mile in the Southern Conference Meet at Durham, North Carolina when he ran this event in 4:21.1 seconds. Chapman of Wisconsin has the best record for the two mile having run the long distance in 9:26.4 seconds. Guthrie's record of 14.5 seconds made in the one hundred twenty yard high hurdles in the Ohio State-Michigan dual is the best for the year. Cuhel of Iowa's record of 23.1 seconds in the low hurdles made in the Iowa-Illinois dual has been unsurpassed so far. Berg of Chicago with a high jump record of 6' 6" in a quadrangular meet at Columbus, Ohio, and Wallace of Illinois with a record of 23' 8" in the broad

John Kuck of Emporia Normal put the shot 50 feet 6 $\frac{3}{4}$ inches in the Illinois Relays, 49 feet 2 $\frac{1}{2}$ inches in the Kansas Relays and a week later in the Drake Relays 48 feet 5 $\frac{1}{2}$ inches. Further, this year he threw the javelin 207 feet 7 inches in the Drake Relays and in the Kansas Conference Meet, May 15th, threw the javelin 214 feet 2 1-3 inches.

"Bud" Houser of the University of Southern California, the Olympic winner in the shot and discus threw the discus 147 feet 7 inches in the Drake Relays under adverse weather conditions, and in an earlier meet on the coast broke the world's record with a throw of 158 feet 2 $\frac{1}{2}$.

jump made in the Kansas Relays appear to be the class of the 1926 jumpers. Barnes of the University of Southern California with a record of 13' 8" is by long odds the best of this year's vaulters. Kuck of Emporia, Kansas, leads all the javelin throwers with his record of 214' 2 1-3" made in the Kansas Conference Meet and Hawkins' (Michigan) hammer throw of 157' 1" made in the Illinois dual is the best for the year. Kuck has put the shot 50' 7 $\frac{5}{8}$ " this year and Houser in the Pacific Coast Conference Meet put the shot 50' 7 $\frac{1}{4}$ ". Houser's record of 158' 2 $\frac{1}{2}$ " in the discus made in the University of Southern California-Stanford Dual Meet will not be broken unless this remarkable athlete makes a better effort in one of the remaining college meets in which he is entered. Since Kuck and Houser are among the most brilliant athletes of the year a study of the form used by the former in the shot-put and by the latter in the discus is herewith presented.

The form used by John Kuck in putting the shot may be studied from the following strips taken from a moving picture film. Illustration I shows his position at the back of the ring. His left foot is not swung in front of his right foot and toward the front of the ring. In this respect his form differs from that used by many good shot putters. Note that his right foot points at an angle of ninety degrees from the middle of the toe board. In other words, a line drawn from his right through his left shoulder would indicate the direction of his put.

Illustration II shows Kuck crouching slightly preparatory to his hop to the middle of the ring. He does not bend his right knee so much as do some shot putters. This athlete

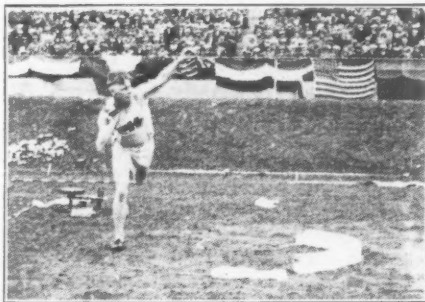


Illustration 2

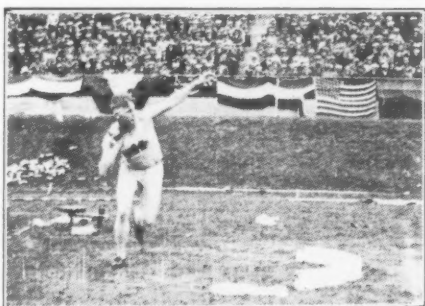


Illustration 3



Illustration 1

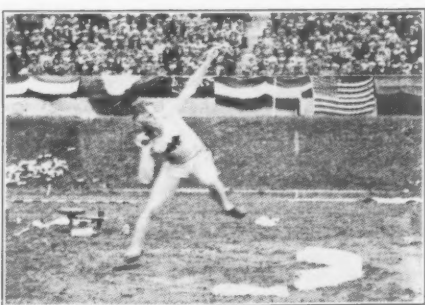


Illustration 4

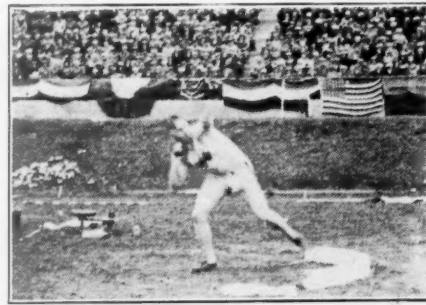


Illustration 5

carries his right elbow down and close to his body throughout his travel and put. (See Illustration III.) In Illustration IV and V he is shown at the moment of landing in the middle

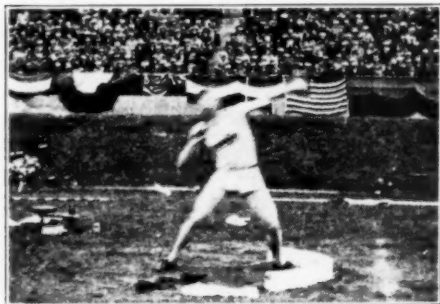


Illustration 6

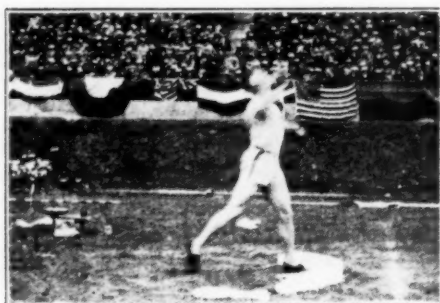


Illustration 7



Illustration 8



Illustration 9

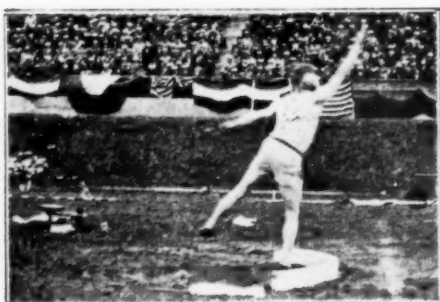


Illustration 10

of the ring. Note that he alights first on his right foot and then later places his left on the ground. His body inclines from the ground up toward the back of the circle. This enables him to get his weight back of the put. Note that he starts his pull back or shoulder reverse before his left foot lands. In Illustration VI the start of the put is shown. Note that his right arm and right leg form parallel lines. The actual or final put is made as shown in Illustration VII. The shot leaves the hand while both of the athlete's feet are on the ground. The reverse is so quickly made, however, that the impression is given of the shot leaving the hand while the athlete is off the ground. In Illustration VIII something of an idea of the angle at which the shot has been put may be gained. Kuck uses a good elevation and puts on a line drawn from his right ankle upward through his hip and ending with the fingers of his right hand. This may be noted by studying both Illustration VII and VIII. In Illustration IX Kuck is seen making the foot reverse; the left foot is coming back and the right is shifting to a position near the toe board. In the next strip the reverse has been completed. Note that he follows the flight of the shot with his right hand and with his eyes. Illustration XI proves that the Emporia man has put everything that he has into his effort and in fact has pushed the shot as far as he could with his body without losing his balance and falling out of the ring. The remaining pictures are of interest in showing how he regains his balance and at the same time concentrates his attention on the result of his efforts.

Kuck is one of the outstanding shot putters of all time and it will pay all track coaches to study his form. He is a big, tall, powerful man and of course uses the form that for him gets the best results.

Houser

The position that Houser takes at the back of the ring is orthodox in that this is the style that has been used by the majority of discus throwers for a great many years. Illus-

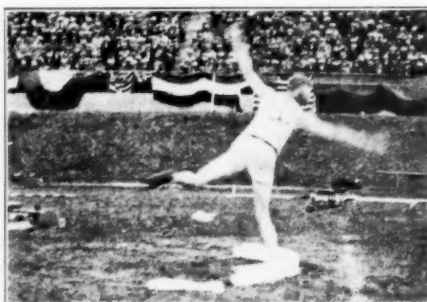


Illustration 11

tration I gives an idea of the life and speed in the legs of this great California athlete. The discus is held

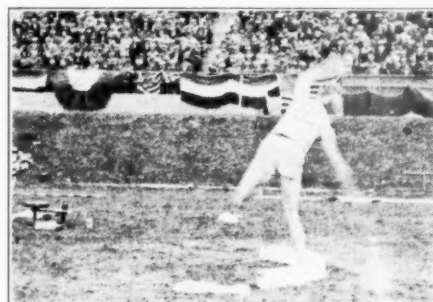


Illustration 12

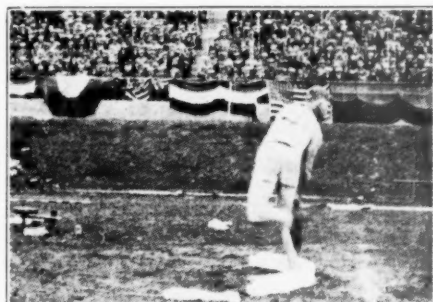


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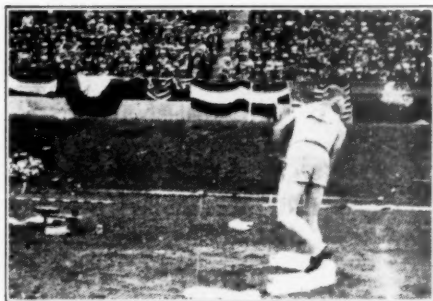


Illustration 14



Illustration 15

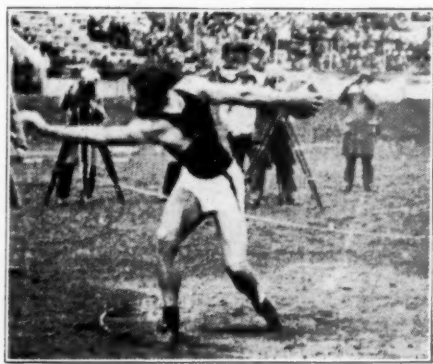


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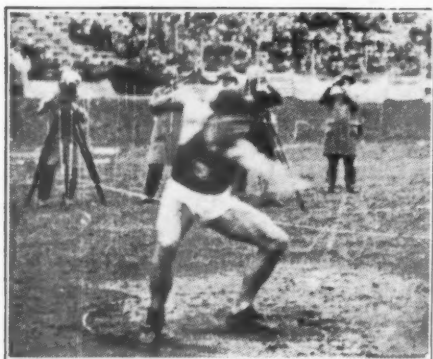


Illustration 2



Illustration 4



Illustration 9



Illustration 3



Illustration 5



Illustration 10

with the fingers well spread and the back of the hand is not turned toward the ground. Illustration II shows the Houser crouch. Note that the weight is on the balls of his feet. The discus is held well behind the body (see Illustration III). This means that the body is turned so rapidly that the discus hand is dragged behind. Inexperienced discus throwers swing their throwing arms more rapidly than they turn their bodies. Illustration IV shows the turn in the middle of the ring. Houser's first movements in the back of the throwing circle are executed more or less deliberately but as he goes across the ring he gathers speed. Something of an idea of the speed in the turn may be gathered from a study of this picture. Illustrations V, VI and VII show how the weight is transferred from the right to the left foot as the turn is completed. During all of the turning the discus is trailed or dragged behind the body. Illustration VIII shows Houser's position a moment after the discus has left his hand and before he has shifted feet in the reverse. In Illustration IX he is shown following through after the throw and in the last picture the momentum has turned him clear around so that his back is in the direction of the throw.

The Journal is indebted to The Des Moines Register for the pictures which appear in this article.



Illustration 6

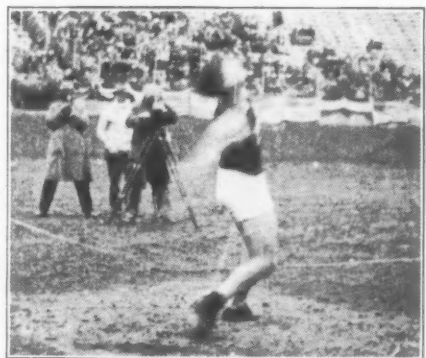


Illustration 7



Illustration 8

Questions and Answers

Question: What variety of grass makes the best sod for a football playing field?

Answer: This depends upon the soil, climate and rainfall. Bluegrass is probably most universally used. Ohio State University has conducted an experiment with bent and found that because the roots of this variety of grass did not extend far enough into the soil the sod was easily torn up by the cleats on the football shoes.

Question: In measuring the put or throw in a weight event should the end of the tape be held on the inner edge of the circle or at the mark made by the implement?

Answer: This is not covered by the rules. If the measuring end of the tape is held at the edge of the circle it is easily possible to give the distance to the official who records the performances.

Question: Team A draws the fourth position in the mile relay. The first runner on this team finishes several yards ahead of his competitors. May the second runner on team A move in to the pole position and receive the baton from this new position or must he start in the fourth lane from the pole?

Answer: He is not permitted to shift his position.

The One Mile Relay Teams of Iowa

By Eric C. Wilson

Back in 1922, a University of Iowa one mile relay team sent its anchor man to the tape at the Illinois carnival. The team's time was a meet record, smashing the mark held by a Pennsylvania quartet. Track sharps were surprised for an Iowa team had never before been a factor in a major relay meet. The Big Ten outdoor championship climaxed the year at Iowa.



BATON PASS

Brookins to Wilson

Wilson has his right arm outstretched behind, hand palm up. Brookins lays the baton down in the hand from above. This particular picture was taken when the start was slower than usually was the case

The impetus toward splendid mile teams, started by Coach George T. Bresnahan that season, his second at Iowa, has gathered momentum until now, records show that teams of the past five seasons have taken twenty-seven of forty-one races and in twelve of the fourteen lost, finished as runner-up. If we go further into the past, we find that the books show four victories at the Illinois relays, three each at the Big Ten indoor meet, Kansas and Drake games besides a



BATON PASS

Morrow to Noll

Showing the exchange to the left hand on first stride

first at both the Texas Relays and Outdoor Conference meet and many triumphs in dual affairs.

Four athletes molded into the team of 1923 raced to an American inter-collegiate record at the Drake relays and the time, 3:16 9/10 lowered Pennsylvania's mark of 3:18 which had stood unchallenged since 1915. Harry Morrow, a half miler; Gerhard Noll, able to run well any distance from the two-twenty to the mile; Charles Brookins, the low hurdler and Eric Wilson, sprinter were transformed into excellent 440-yard runners. That summer the four set a new National A. A. U. record of 3:18 1/10 in defeating the best of the club teams.

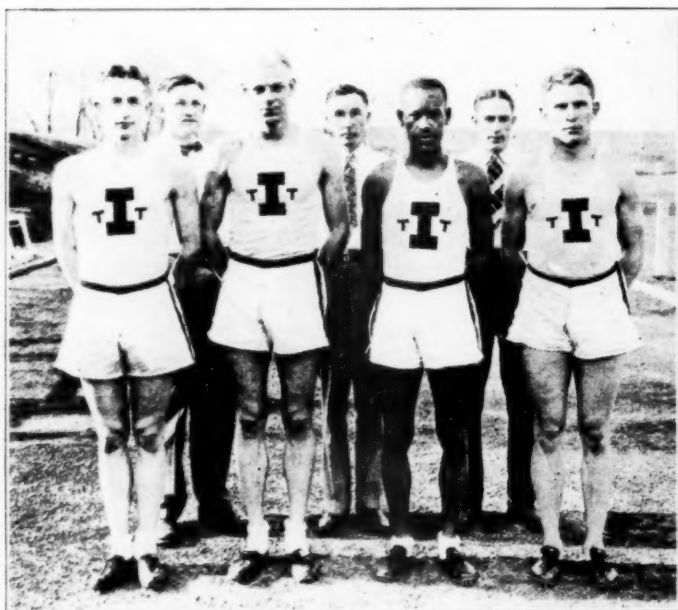
Almost perfect handling of the ba-



BATON PASS

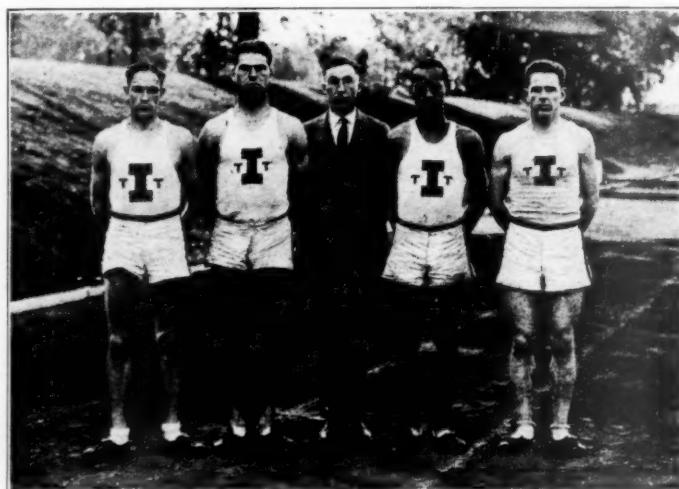
Noll to Coulter

Showing style of hand down, baton brought up from below. Coulter is using non-visual type of receipt—responsibility for safe delivery of baton rests with Noll. Note parallel foot and leg action



IOWA MILE RELAY TEAM WHICH WON AT KANSAS AND DRAKE RELAYS, 1926

Left to right—Beatty, Dr. Fieseler, Swenson, Coach Bresnahan, Roberts, Asst. Coach Brookins, Cuhel
Holders of Kansas Relays record—3:20



IOWA MILE RELAY TEAM OF 1924

Left to right—Brookins, Coulter, Coach Bresnahan, Roberts, Morrow
Won at Illinois relays, indoor Big Ten, Drake and Kansas relays

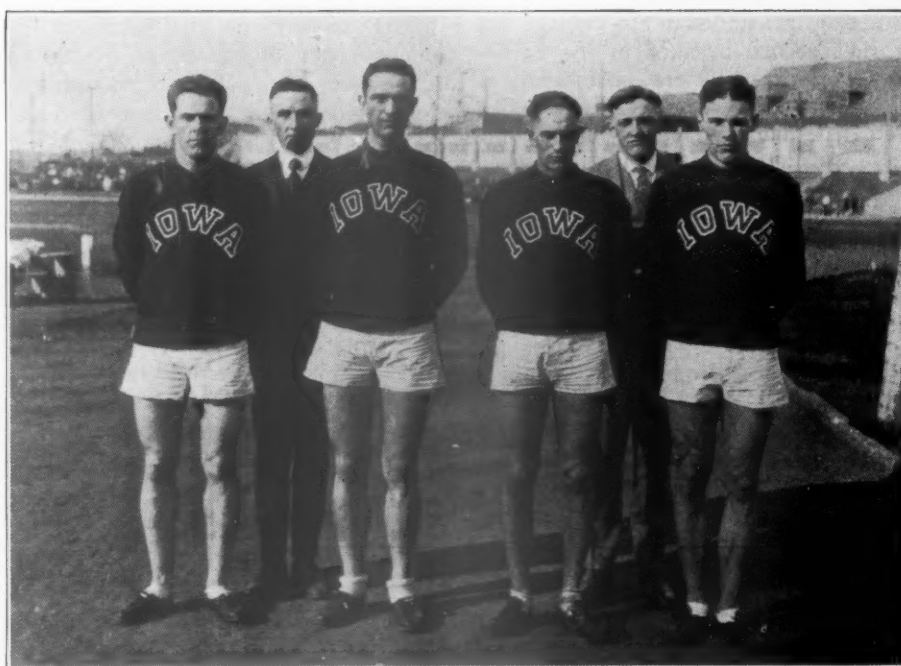
Brookins, now serving as assistant track coach at the University of Iowa, holds the world's record in the two twenty low hurdles. He established the record of 23.2 seconds running on a straight-away at Ann Arbor, Michigan in 1923. In 1924 he ran the same distance around a turn on Stagg Field, Chicago, in 23.8 seconds.

ton enabled the 1923 Iowa runners to get away fast. Many yards were gained on the exchange. All of the men used the non-visual pass when conditions were good and constant drill made it possible for each to gauge accurately the speed of the incoming runner and to time the start accordingly. The pass, Brookins to Wilson was particularly a fast one, almost similar to that of the half mile relay because of the sprinting finish Brookins put on the end of his quarter mile races. Right arm back, the palm of the hand upward, head and shoulders forward, legs and feet driving parallel was the general position as the pass was made. The baton was laid in the hand and the responsibility rested with the passer.

In the orthodox manner, the baton was changed from the right to the left hand as the first stride was taken. The men of the championship team were coached to start their laps with a powerful burst of speed which opened a gap of yards on opponents. This was believed to create in the minds of opponents a disheartened feeling. So good were Morrow, Noll and Brookins that they never failed in intercollegiate races to give Wilson, the anchor man a substantial lead.

Morrow and Brookins, the veterans, together with Roberts and Coulter formed the 1924 team which, although registering no very startling time, won at the Illinois, Kansas and Drake relays and at the indoor conference meet. And here, for a season, victories ceased for various combinations of circumstances kept the 1925 team from winning a race.

But this year the cycle is continued.



IOWA MILE RELAY TEAM OF 1923
Left to right—Morrow, Coach Bresnahan, Noll, Brookins, Dr. Fieseler, Wilson
Holders of American intercollegiate record, 1923—3:16 9/10
Holders of National A. A. U. record, 1923—3:18 1/10

From a squad of twelve eager quarter milers, including one former all-American interscholastic champion and one runner with two years' relay experience, Coach Bresnahan put four combinations in major races and won all except one.

The best quartet, Beatty, Swenson, Roberts and Cuhel won at the Kansas games in 3:20, a meet record and the second fastest time recorded in the country this season. Arriving in Lawrence only one-half hour before the race was called and running half the distance with little competition,

the team made time regarded as remarkable under the conditions. Wind and a heavy track at Drake made Iowa's winning time 3:27 1/10 very slow. The third victory at Kansas in four years gave Iowa permanent possession of the huge Outland cup and the third at Drake made Iowa the possessor of the John L. Griffith trophy, a bronze statue of Mercury. Frank Cuhel, sophomore anchor man, came up from behind to win at the conference indoor meet and Texas relays and at Kansas raced his lap under forty-nine seconds.

Gordon Locke, Nebraska Sprinter

Among the names of the college track and field stars who have already this year broken national or world records, that of Gordon Locke, the University of Nebraska sprinter, stands at the top. This brilliant runner ran the hundred in the Kansas Relays in 9.6, in the Drake Relays in 9.5 and in the Missouri-Nebraska Dual meet in 9.6. He ran the 220 in the Missouri Dual in 20.5 seconds, which is three-tenths of a second under the world's record held by Charlie Paddock.

Locke is a graduate of North Platte, Nebraska, High School, where he competed for four years on the football, basketball, baseball and track teams. In his last year in high school he won all-state honors and has the distinction of having run for three

touchdowns in the game in which his team won the state high school championships.

When Locke entered the University of Nebraska as a freshman, although a brilliant all-around athlete, there was no reason to believe that some day he would be the fastest sprinter that the game has yet produced. In his freshman year the best time he turned in for the hundred-yard dash was 10.2 seconds.

Since that time, however, Locke has run the hundred-yard dash in 9.6 seconds or better four times. In 1925 he was given the time of 9.6 in the Missouri Valley Meet and this year was timed in 9.6 seconds in the Kansas Relays and in the Missouri Dual, and in 9.5 in the Drake Relays. While no attempt was made to claim a record

at the Drake Relays due to the fact that weather conditions were such as to make any record given under the conditions questionable, there are many who believe that he will run the hundred this year in 9.5 under proper conditions. In fact, it would not be surprising if he established a new record before this magazine is off the press.

When this remarkable sprinter made his record of 20.5 seconds in the two-twenty conditions were ideal and there is no reason why his time should not be accepted. A claim for a new record has already been sent to A. A. Stagg, Chairman of the N. C. A. A. Records Committee. If this committee grants the claim there is no reason why the International Committee should not likewise accept it.

Locke in addition to being the world's record breaker in the dashes has won three letters in football at Nebraska and two letters in baseball and if he had the time no doubt could have won letters in varsity basketball as well.

As a student this boy stands well at the head of his class. His team mates say that when he is on trips on a train or stopping at the hotel he may usually be found working on a portable typewriter with a law book before him. Locke is a junior in the University of Nebraska Law College.

Some people have charged that Locke is temperamental. However, he has always been a good competitor, cool on his marks, confident of his own ability and thoroughly business-like in the manner in which he goes about accomplishing the task before him. One reason why he is accused of being temperamental perhaps is the fact that he does not crave publicity and never seeks the limelight. He dislikes newspaper interviews, objects to having his picture taken and refuses to pose as a superman.

The picture on the front cover shows Locke at the finish of one of his races. He is a good starter, seldom breaks before the gun is fired and gets out of his holes fast. However, he is not as phenomenal a "beginner" as Howard Drew was in his day or perhaps as some of the other great sprinters were. He gathers momentum, however, very quickly after getting away from the mark and his speed increases gradually all the way to the finish line. At the finish he has that quality which has been possessed by every great sprinter of putting forth extra effort and making a burst for the string. Locke's form in sprinting might be called orthodox in most particulars. He has a powerful leg drive and runs with no lost motion. His arms are used in the usual way to assist him in getting over the ground.

There are two factors which have contributed very materially toward Locke's success. In the first place his father was an athlete of some note and possessed sprinting ability far

above the average. Further, his mother has always been deeply interested in athletics and has encouraged her son to train and to do his best. In the second place he has been fortunate in having as a coach one of the most capable instructors in America. Henry Schulte, who was a famous football player in his day at the University of Michigan and who had something of a record in track, has developed Locke and trained him with great care.

Schulte's judgment of track men may be appreciated by the fact that even when Locke was a mediocre performer as a freshman Schulte predicted that some day he would be a great sprinter. Locke's track coach, by the way, has developed other world's champions. When at the University of Missouri he developed Jackson Schultz, who had the honor and distinction of winning the hundred-yard meters in the last Olympic Games. He also developed and trained Bob Simpson, who was an Olympic hurdler and who for a time held the world's record in the high hurdles.

Track Athletics in South Carolina

Track and field athletics are developing very rapidly in South Carolina and the records made in the meets this spring were excellent

A NUMBER of new cinder tracks have been built in South Carolina in the past two years, which has resulted in more interest being shown in track athletics. Presbyterian College, Clinton, South Carolina, has one of the best tracks in the South, built at a cost of nine thousand dollars. The foundation consists of one foot of crushed stones with eight inches of coarse cinders on the top. The surface is composed of 11 inches of cinders and ashes screened through a quarter inch mesh and

mixed with loam in the proportion of two shovels of cinders to one shovel full of loam. Concrete curbs have been built on the inside and outside of the track.

Both the South Carolina State and the S. I. A. A. Meets were held this year on the Presbyterian track. Following are the results of the Thirty-first Annual S. I. A. A. Meet which was held May 7th and 8th at Clinton. Walter A. Johnson, Director of Athletics, Presbyterian College, had arranged the details of the meet so that

it was possible to complete all of the events in two and one-half hours.

1 mile—1, Wilson (B'ham Southern); 2, Goben (Centre); 3, Smith (Furman); 4, Roberts (P. C.); 4 min. 39 sec.

440 yard—1, Hammett (Furman) and Creamer (Furman); 3, Sudderth (B'ham Southern); 4, Molloy (B'ham Southern); 52 sec.

Shot put—1, Griffith (P. C.); 2, H. E. Smith (Furman); 3, Ezell (Furman); 4, Bowden (B'ham Southern); 39 ft. 11 in.



Finish of the one mile run. First—Cullum, Clemson
Second—Roberts, Presbyterian College.



Meeks, Timmons and Hughes—120 yard hurdles.

120 high hurdles—1, Meeks (Furman); 2, Timmons (P. C.); 3, Beatty (B'ham Southern); 4, Bagwell (Furman), disqualified; 16 sec.

Javelin—1, Wilson (P. C.); 2, Smith, H. E. (Furman); 3, Hall (B'ham Southern); 4, Woodward (Furman); 175 ft. 4½ in.

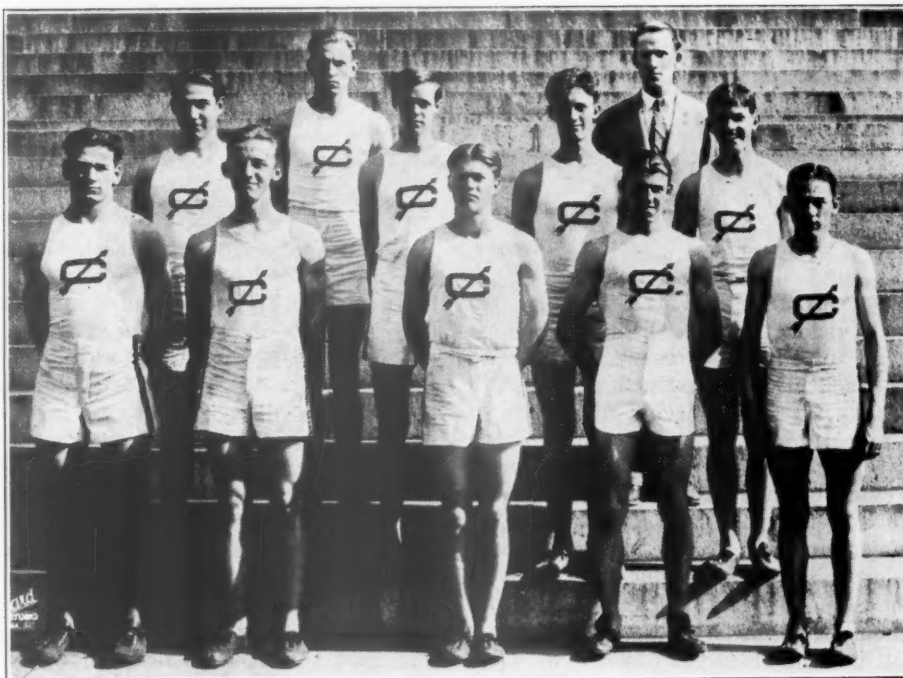
100 yard—1, Adams (Miss. College); 2, Meeks (Furman); 3, McCarthy (B'ham Southern); 4, Kizer (Citadel); 10:2 sec.

Pole vault—1, Jones (Furman); 2, Hughs (P. C.); 3, Morrow (Centre); 4, Beatty (B'ham Southern); 11 ft. 4 in.

Two mile—1, Wilson (B'ham Southern); 2, Smith, W. A. (Furman); 3, Davis (Miss. College); 4, Marshall (Furman); 10 min. 34½ sec.

Discus—1, Smith, H. E. (Furman); 2, Ezell (Furman); 3, Hall (B'ham Southern); 4, Bowden (B'ham Southern); 125 ft. ½ in.

880 yards—1, Hutchinson (Wofford); 2, Tate (B'ham Southern); 3, Ezell (Furman); 4, A. Grafto (P. C.) and Goben (Centre); 2 min. 3.2 sec.



Columbia High School Track Team. Champions of South Carolina 1926.

First row—Beall, Gillmore, Green, Quattlebaum and Grant.

Second row—Lightsey, Barron, Kennedy and Boineau.

Third row—Richards and Coach S. D. Ervin.

4. Mississippi College.....	14
5. Centre	5½
6. Wofford	5
Citadel	5

The South Carolina State High School Track Meet was held this year at Columbia, South Carolina, where the following records were made:

100 yards—1, Green (Columbia); 2, Grant (Columbia); 3, Justus (Pickens); 10.4 sec.

High jump—1, Garrett (Pickens); 2, Kennedy (Cola) and Eady (Latta); 4, Richards (Columbia); 5 ft. 7 in.

Half mile—1, Adams (Pickens); 2, Quattlebaum (Columbia); 3, Matheny (Pickens); 2 min. 4 4/5 sec.

Discus—1, Justus (Pickens); 2, Coln (Chester); 3, Lightsey (Columbia); 112 ft. 10 in.

220 yards—1, Green (Columbia); 2, Grant (Columbia); 3, Nash (Mullins); 24 sec.

Pole vault—1, Garrett (Pickens) and Mills (Ft. Mill); 3, Craig (Pickens); 10 ft. 9 in.

220 low hurdles—1, Justus (Pickens); 2, Garrett (Pickens); 3, Bee-ger; 27 4/5 sec.

Broad jump—1, Acker (McCormick); 2, Green (Pickens); 3, Richards (Columbia); 21 ft. 3½ in.

440 yards—1, Quattlebaum (Columbia); 2, Adams (Pickens); 3, Matheny (Pickens); 53 3/5 sec.

Shot put—1, Cola (Chester); 2, Beall (Columbia); 3, Dunlap; 41 ft. 4½ in.

Javelin—1, Marlin (Greenville); 2, Kennedy (Columbia); 3, Coln

(Chester); 155 ft. 3 in.

Columbia won the meet with a score of 48 points.

Pickens ran second with a score of 42½ points.

Columbia High School has the distinction of not only winning the State Track Meet but won the football championship as well. Charleston won the championship in basketball.

Questions and Answers

Question: If a team draws an outside position in a relay race does this mean that the runners must keep in their lanes around the turn or may they cut in to the pole?

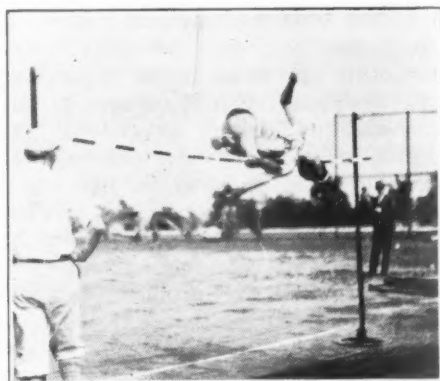
Answer: A runner is permitted to take the pole any time after the start of the race or after a competitor has received the baton provided, of course, that he does not foul some other runner.

Question: As a man is finishing his station in a relay race one of his team mates runs down the track with him for the purpose of encouraging him to put forth more effort. Should the team be disqualified?

Answer: The referee has the authority to disqualify a team where this occurs. Track men should be taught to keep off the track when a team mate is running his race.

Question: One of the runners in the four mile relay jumps the gun at the start. How much should he be set back?

Answer: One yard.



Timmons of Presbyterian College clearing the bar at 5 ft. 9 in.

220 low hurdles—1, Meeks (Furman); 2, Adams (Miss. College); 3, Rhames (P. C.); 4, Beatty (B'ham Southern); 25½ sec.

Broad jump—1, Meeks (Furman); 2, Adams (Miss. College); 3, C. Wilson (P. C.); 4, Moffott (P. C.); 21 ft. 9¾ in.

220 yards—1, Creamer (Furman); 2, Duvall (Citadel); 3, McCarthy (B'ham Southern); 4, Beatty (B'ham Southern); 23½ sec.

High jump—1, Timmons (P. C.); 2, Beasly (Furman) and Robinson (P. C.); 4, Kizer (Citadel); 5 ft. 9 in.

Relay—1, Furman; 2, B'ham Southern; 3, P. C.; 4, Miss College; 3:33.2 sec.

Total points won by colleges:

1. Furman	69½
2. Birmingham	33
3. Presbyterian	32

Physical Education and Athletics As a Profession

By J. Speelman

Director of Athletics, Northern Normal School, Aberdeen, S. Dak.

THE DEPARTMENT of physical education and athletics is one of the most recent additions to the educational curriculum, although it has in reality occupied a place in the activities of children and youth since the beginning of time. A brief review of the history and development of athletic sports and games will convince anyone of the important part play and games—physical activities—have played in the life and development of children and even adults in all nations from the dawn of history. One can find accounts of games, dances, and various athletic activities in the early writings and folk lore of all nations and races. One can also find similar accounts and references in the Bible, and evidences have been found in the tombs of the early Egyptians. We are all familiar from history with the essential part athletics played in the education of the Greeks. The Greeks, indeed, were the first great nation to recognize the importance of gymnastics and athletics as a health and educational factor and so included it in their educational scheme. The fact probably is that play and athletic activities have always been considered so common and so much a part of the every day life that outside of being mentioned in Greek history, historians have not thought it necessary to mention them. This may account in a great measure for the common belief that play and games are foolish and of no educational value. There are still at every institution of learning some teachers who look upon physical education, and especially upon athletic sports, with great suspicion and consider it all a great waste of time and effort. Of course, the meaning of the expression "physical education" is often misinterpreted as most people are under the impression that the sole purpose and object of physical education, including athletic sports, is to develop the physical possibilities of the individual. This is only one phase. Physical education proposes to, aims to, and does improve, the physical, mental, moral and social side of the individual.

There may be some who wonder whether physical education and athletics as a life profession are worth while aside from the salary that may

be involved. To those, I wish to state that to have an active part in the guidance of the health and normal growth and development of children, or to be an influencing power in the moulding and building of the character and habits of our youths, is enough cause and justification for one's choice of the field of physical education as a life profession. Add to this the fact that physical education, play, and athletics are considered today as having educational value; and that the athletic field and playground are considered practical laboratories where character is expressed and tested under actual competition, it is easily seen why a complete physical education program is recognized as essential and necessary in the educational scheme of today.

The beginnings of modern physical education and athletics, as with the Greeks, had its root in the actual need for a good bodily development and in the maintenance of sound health together with the idea that out-of-door games developed and fostered good character. This need for sound physical development, physical efficiency as it is often called, is greater today than ever before because the progress of our advancing civilization through science and invention in the last century has been almost entirely against promoting the physical well-being and physical condition of the masses of people. Modern methods of locomotion, transportation, communication, and of manufacturing are affecting adversely the physical fitness, physical hardiness, and sturdiness of the race.

A few examples will help to make this very clear. Today we telephone our neighbor instead of running over to his house as we used to do when we wished to talk with him. We sit in over-heated offices and class rooms nearly all day long and lecture, dictate, telephone or use the dictaphone, instead of being forced to get out of doors to carry on our business and thus exercise our muscles. We ride in autos or in the street cars and busses in going to and from school or to our work. For a change or vacation most of us take a day or afternoon off for a trip to the park, beach, summer resort, or else a motor ride. In buildings we are hoisted up in elevators

instead of having to climb stairways thus exercising our legs, hearts, and lungs. The workmen in the factories no longer make the complete article, but each man in the efficiency plan ceaselessly and monotonously turns out one little part of the whole. Even the teamsters who haul dirt sit idly on their seat while others do the shoveling, or more often a steam shovel is used. The same is true of the farmer, who uses all the modern inventions to reduce the number of farm hands employed. For recreation and relaxation a great many of us listen to the radio. We live in an Age of Specialization. Everything is done, and rightly so, by the most improved methods, the most efficient methods; which involves in the main doing it with the least expenditure of physical or human energy. All this today makes it very much more imperative that we take the best of care of our physical mechanism, as well as give ample opportunity for everyone to keep in good physical condition and build and develop his bodily capacities.

Since the recent world war much attention and research has been directed toward this problem, and our educational authorities and the general public are now interested in the need for exercise. This recent increase in the need for exercise, recreation, and athletic sports has brought about increased demand for physical education directors, athletic coaches and playgrounds directors. It has also brought about a demand for state and even national physical education and welfare laws. Since June, 1915, thirty-three states have enacted general physical education laws. These, of course, were chiefly enacted because of the sudden realization of our poor physical condition so forcefully brought out by the draft examination in the army during the recent war.

Since the passing of these state compulsory physical education laws, the demand for physical education teachers has greatly exceeded the supply. According to statistics given at the annual meeting of the American Physical Education Association in April, 1920, "the total number of physical directors and physical train-

(Continued on page 30)

The Year in Athletics

The school year 1925-26 marked a big improvement in the development of athletics in American educational institutions

By JOHN L. GRIFFITH

WHEN the schools and colleges close in June the curtain will be rung down on the biggest and best year that the educational institutions have yet enjoyed in athletics. A great deal of progress has been made this year toward the development of intramural and required work programs and a great deal of equipment has been provided for the general student bodies. As a result of these and other factors the high schools and universities are slowly but surely making it possible for larger numbers of students to receive the benefit of athletic training. While it is true that a start only has been made along the line of providing universal athletics, yet it is encouraging to know that much has been gained in this respect this year.

One of the most pleasing aspects of the progress made this school year in athletics relates to the building program. Throughout America the institutions have been constructing newer, bigger and better fields and buildings for athletics and the other physical education activities. As an indication of how wide-spread this movement has been, in the State of Wyoming there are fifty-four members of the State High School Athletic Association. Forty-five of these high schools have built new gymnasiums with basketball courts, thirty have laid out football fields, eighteen have constructed new baseball fields, ten have made tennis courts and five have built swimming pools. The attention of the public is so often directed to the big stadia which have been erected by the larger universities that often times the fact that the smaller institutions are also providing physical education equipment is over-looked. It has been suggested by others that Europe in the middle ages gave expression to her artistic life in terms of the great cathedrals, so America expresses the life, thought and aspirations of this time in her public buildings. We might add to this that the men who are responsible for our athletic growth and development are erecting structures which symbolize the athletic life of this time. These conform more or less to type. This may be regretted from the artistic standpoint but it indicates that architects and engineers are studying

Although athletics enjoyed their greatest growth and prosperity during the school year just closing, there were still many high schools and colleges in the United States in which there were no organized athletics or in which athletics were so loosely administered that they were of little value. A great deal was accomplished this year in the promotion of athletic activities for a large number of students but still it is safe to state that not half of the boys attending school or college are being given adequate athletic training.

building plans and profiting by the experience of others. Many of these stadia and buildings will probably be standing a hundred years from now and it may be suggested that the people of that time will appreciate far better than the people of this time all that these buildings represent in the life of our people.

Without presenting figures it may safely be stated that more people have attended school and college athletic contests this year than in any other given year. This may be explained in several ways. First, there are more students enrolled in the colleges today than have ever been found in the halls of learning before. This means then that there has been a large student population from which to draw spectators to the games. In the second place, the public is becoming more and more interested in the amateur games such as are played by the boys of today. The Journal has several times called attention to the fact that it is the amateur games that are growing most rapidly in this country as is shown by comparing the growth of golf, tennis, football, basketball and track with such professional games as baseball, boxing and wrestling. This is an encouraging sign of the times and perhaps indicates that after all the American public is primarily interested in the sports that are of the most value to the nation. In the third place, with improved roads and the development of the automobile it is possible for more people to attend the

games than formerly and in the fourth place now that we have shorter working hours and more time for recreation and further more money to spend for recreation than formerly, it is natural that the people in increasing numbers should seek relaxation and recreation in the school and college gymnasiums and athletic fields.

The growth of interest on the part of the general public in athletics is shown by the increased publicity which is now given to school and college sports. Many have foolishly chided the newspapers because they devoted so much space to our amateur athletics. The newspapers attempt to supply the public demands and if the public wishes to read about amateur contests, the newspapers will continue to give them the desired news in spite of all the resolutions that may be passed to the contrary.

On the front page of one of the Chicago papers this week were six column headings devoted to crime, political corruption and labor disorders. The other two columns were headed with a picture of Alexander and a story to the effect that this splendid player would pitch that afternoon at the Cubs Ball Park. After reading the first six columns, all of which left a feeling of depression in the mind of the reader, it was exhilarating and stimulating to read about the perspective ball game and to have one's attention directed to a man who served his country during the war and who in his private and public life exemplifies the virtues that any school boy may safely emulate. The Journal expresses the hope that in succeeding years our press will devote more rather than less space to amateur athletics.

Athletics this year have improved from the standpoint of business management and administration. Our athletic directors are more and more systematizing the details of their offices, are coming to appreciate the education objectives of athletics and are fitting the work of their departments into that of the educational whole.

Football technique this year varied somewhat from that of other years. The perfection of the forward pass

brought about the development of new elements of both attack and defense. The majority of the teams employed some kind of a shift but the emphasis was not so much on the shift this year as it has been in other years. With the coaches appreciating more fully than before the possibilities of the passing attack, there was a tendency manifest toward the featuring of certain star passers and receivers. Many feel that this should be discouraged because, as they point out, football is our great team game. Certain it is that men like Oberlander, Friedman and Grange were more important factors in the success of their teams last fall than were individual stars in the days when the guards back and mass attack types of play were in the ascendency. Another phase of the development of football technique pertains to the improvement shown in football playing on the part of larger numbers of candidates. This may be accounted for by the fact that a great many of the institutions now hold spring practice in football and also there are more institutions playing the game now than formerly.

In some respects the football season last fall presented the most diverse playing conditions that the game has ever experienced. In some sections of the country rain fell every week-end during the season and the games were often played under conditions that made skillful playing impossible. In the larger institutions, however, the attendance was affected but very little, if at all. In the Western Conference where the season was played throughout with rain on nearly every Saturday afternoon, more people paid admission fees to see the games than ever before. In the smaller institutions where very few tickets are sold in advance, the game suffered. In fact, many of the high schools lost money in the fall and were not able to pay for their equipment until after the basketball season had brought in some profits. As a result of the experience of last year some of the larger colleges have already purchased football coverings with which they will protect the playing fields in the future.

It is impossible to present exact figures showing how many schools and colleges maintained inter-institutional football teams last year. The reports of six representative state high school athletic associations indicate that approximately half of the high school members of these associations supported representative teams. The following figures taken from states which may be considered as representative of the different sections of the country present some facts which bear on this point. South Carolina with one hundred forty six high

school members maintained ninety-three high school football teams and one hundred eleven baseball teams. Pennsylvania with three hundred thirty members reports that all of the high schools maintained both football and basketball teams. Wyoming with fifty members had thirty football teams and forty-four basketball teams. Connecticut out of fifty-nine members maintained forty-three football teams and fifty-nine baseball teams. Illinois, which boasts of seven hundred fifty high school members, reports that four hundred fifty of these maintained football elevens and seven hundred twenty-five supported basketball. Indiana with seven hundred eighty-four members had only eighty-six football teams and six hundred seventy-four basketball teams. Very few colleges abandoned football last season and many that had not been playing previously placed teams in the field. Further, there was a tendency on the part of the universities to give football training to all the candidates who cared to try out for the various teams. In the ten Western Conference universities it is estimated that approximately three thousand men were equipped and coached in football.

At the close of the college season when Grange joined the professional football ranks, considerable excitement was occasioned in college circles. There were many who feared that football would become professionalized as baseball has become professionalized and as a result would deteriorate as an amateur game. As more and more boys play football it is to be expected that more will engage in professional football from time to time. However, there are not many who believe that professional football can successfully compete with college football during the college season and consequently there is but little need for alarm. The school and college coaches are almost a unit in believing that college men who have been educated and trained for serious work in life should be discouraged from choosing a professional football career. So long as the coaches take this attitude there is but little danger that too many boys will elect to make a business of football.

Due to the fact that football has become increasingly popular with the public, students and alumni, there have been many discussions relative to the so-called over-emphasis on the game. Most of the discussion has been started by college professors who are alarmed because the public does not manifest so much interest in some of the academic departments as it does in football. The sober-minded men, however, who represent the body politic are quite unanimous in insist-

ing that a thing should not be condemned because it is popular and the majority accept President Hopkins' view that we can not make men scholars by making it impossible for them to be anything else.

Basketball

One of the greatest phenomena in the field of sport relates to the tremendous success and popularity that basketball achieved this year. From the standpoint of the game itself the playing showed that it had become more standardized. Certain fundamentals of offense and defense have been accepted as orthodox or unorthodox and the coaches apparently devote their time to the development of fundamentals along systematic lines. The game as it is is so nearly perfect that the rules committee wisely decided not to change the rules in any radical manner.

Basketball is by far our best intramural game. In some of the larger universities as many as one hundred and fifty teams were organized and played out the intramural schedules. By far more schools and colleges maintain inter-institutional basketball teams than they do teams in any other sports. Further, it may be stated that there are more men playing basketball this year than engaged in any other one athletic activity. This means that the quality of basketball that will be played next year should, if anything, surpass that of the 1926 standard. With the growth of interest in basketball the institutions have been forced to build more gymnasiums and larger field houses. In some of the larger middlewestern universities, basketball courts have been constructed with stands surrounding them which will accommodate as many as ten thousand spectators. We may expect to see thousands of new gymnasiums which will provide adequate basketball facilities erected in the immediate future.

Track

When this survey was written many of the state and conference meets and the National Interscholastics and the National Collegiate Meet had not been held. However, the records in the earlier meets indicate that the class of the competitors this year is superior to that of other years. This may largely be explained by the fact that coaching methods have been improved as well as by the fact that more boys are seriously taking up track. The popularity of the relay meets in 1926 has led many to believe that the larger meets may in the future supplant to some extent the dual meets that have been popular in the past. Without doubt there is a tendency for the

schools and colleges to arrange for triangular and quadrangular meets and to train their men for the great relay meets, the state high school athletic association meets and those that are held by the thirty odd college conferences.

One of the pleasing features of track as made manifest this year is that our different track meets as now conducted provide for mass competition. When a thousand boys compete in one meet as they do each year in the Pennsylvania and Drake Relays and when thirty-five hundred compete in the district track meets in Illinois, the value of track as a mass athletic activity is emphasized.

Baseball

School and college baseball in 1926 showed signs of a revival of interest in this splendid game. For a number of preceding years it has been clear that the educational institutions were inclined to abandon baseball as an in-

ter-institutional sport. The Journal is pleased to note that the coaches have more and more thrown the weight of their influence back of this spring game with pleasing results. If the men in charge of athletics in our institutions will put sufficient promotional effort into baseball there will be less talk of giving up this game for track or the other sports.

It may safely be predicted that baseball instead of dying out in the schools and colleges will become increasingly popular and that the institutions that have given up the game will soon be maintaining inter-institutional teams again.

In conclusion while this year in athletics has eclipsed all preceding years, the peak has not yet been reached and succeeding years should find athletics more firmly established in greater quantity and in more centers than at present. There are certain things that may interfere

somewhat with the steady growth of athletics. In the first place there are some men actively engaged as athletic coaches who do not have the best interests of the game at heart. These men cause athletics to be discredited. The coaches, however, as a class are insisting on the observance of professional standards and consequently the numbers of the former class are rapidly diminishing. In the second place there is a certain amount of danger from the professional promoters who in this hey day of sport are looking for opportunities to make money at the expense of the star athletes that have been developed in amateur circles. In the third place there are many persons who are jealous of the growth of popularity in athletics and some of these men are prone to attribute various human frailties and short-comings to football and other sports.

Conference Rules

A status study of the rules and regulations governing twenty of the leading athletic conferences in the U. S.

By Thomas O. Burgess

IN THE FOLLOWING article an attempt is made to present a study of the outstanding rules and regulations governing twenty of the leading athletic conferences in the United States. The study presents two tables: the first showing the general regulations governing the conduct of athletics and the second the rules of eligibility for participation in intercollegiate athletics.

No attempt is made to interpret the rules and regulations as found in the printed codes of these various conferences. The tables are so constructed as to point out the items held in common by two or more conferences. This enables the reader merely to glance over the tables in order to acquaint himself with the prevailing regulations and tendencies and also to note the deviations in practice. Only specific statements in favor of certain practices or against them appear in the tables of this study. The "N. B." notations are inserted as aids to the reader to enable him to make finer comparisons of the practices if he so desires. The notation "N. B. 29," for example, refers to item 29 of the table upon which the notation occurs.

The attention of the reader is called to the fact that the first twenty-seven (27) items of Table I and the first twenty-six (26) of Table II represent the rules and regulations as they

The study on conference rules has been made from data compiled by Thomas O. Burgess under the direction of Dr. P. E. Belting, Director of Physical Education, University of Iowa. Many new conferences are about to be formed at the present time and this composite study of rules and regulations in twenty conferences should be of interest to those who are planning the formation of new conferences as well as to all who are interested in the subject of athletic administration.

appear in the code of the Intercollegiate ("Big Ten") Conference. All other items represent deviations and additions to the above mentioned arbitrarily selected code used as a basis of comparison.

List of Conferences and Associations Included in the Study

1. *Intercollegiate Conference:*
(Founded 1895)
University of Chicago
University of Illinois
Indiana University
University of Iowa
University of Michigan
University of Minnesota
Northwestern University

- Ohio State University
Purdue University
University of Wisconsin
2. *Missouri Valley Conference:*
(Founded 1907)
Drake University
Grinnell College
Iowa State College
Kansas State Agricultural College
University of Kansas
University of Missouri
University of Nebraska
University of Oklahoma
Washington University
3. *Southwest Athletic Conference:*
(Founded 1914)
Agricultural and Mechanical College of Texas
Baylor University
Rice Institute
Southern Methodist University
Texas Christian University
University of Arkansas
University of Texas
4. *North Central Intercollegiate Conference:*
Creighton University
Des Moines University
Morningside College
Nebraska Wesleyan University
North Dakota Agricultural College
University of North Dakota
South Dakota State College
University of South Dakota

5. *Pacific Coast Intercollegiate Athletic Conference:*
 University of California
 University of Washington
 University of Oregon
 Oregon Agricultural College
 Stanford University
 State College of Washington
 University of Idaho
 Univ. of Southern California
 State University of Montana
6. *California Coast Conference:*
 San Jose State College
 Modesto Junior College
 California Polytechnic School
 Chico State College
 Sacramento Junior College
 Bakersfield Junior College
 San Mateo College
 Santa Rosa Junior College
7. *New England Conference:*
 University of Maine
 Massachusetts Agricultural College
 Rhode Island State College
 Connecticut Agricultural College
 University of New Hampshire
8. *Harvard—Yale—Princeton.*
 (Agreements adopted in 1916)
9. *Southern Conference:*
 (Founded 1921)
 University of Alabama
 Alabama Polytechnic Institute
 Clemson College
 University of Florida
 Georgia School of Technology
 University of Georgia
 University of Kentucky
 Louisiana State University
 University of Maryland
 Mississippi A. & M. College
 University of Mississippi
 North Carolina State College
 University of North Carolina
 University of South Carolina
 The University of the South
 University of Tennessee
 Tulane University
 Vanderbilt University
 University of Virginia
 Virginia Polytechnic Institute
 Virginia Military Institute
 Washington and Lee University
10. *Southern Intercollegiate Athletic Conference:* (Founded 1894)
 Birmingham Southern College
 Centenary College
 Centre College
 College of the City of Charleston
 Erskine College
 Furman University
 Georgetown College
 Howard College
 Kentucky Wesleyan College
 Louisiana College
 Louisiana Polytechnic Institute
 Mercer University
 Millsaps College
 Mississippi College
- Newberry College
 Oglethorpe University
 Presbyterian College of S. C.
 Rollins College
 Southwestern Louisiana Institute
 Southern College
 Stetson University
 The Citadel
 Transylvania College
 Union University
 University of Chattanooga
 Wofford College
11. *Texas Intercollegiate Athletic Association:* (Founded 1909)
 Abilene Christian College
 Austin College
 Daniel Baker College
 East Texas State Teachers College
 Howard Payne College
 North Texas State Teachers College
 Sam Houston State Teachers College
 Simmons College
 S. W. Texas State Teachers College
 Southwestern University
 Trinity University
 West Texas State Teachers College
12. *South Dakota Intercollegiate Athletic Conference:*
 (Founded 1911)
 Augustana College
 Columbus College
 Dakota Wesleyan University
 Eastern Normal
 Huron College
 Northern Normal
 Redfield College
 School of Mines
 Sioux Falls College
 Southern Normal
 Spearfish Normal
 Yankton College
13. *Minnesota Intercollegiate Athletic Conference:*
 Carleton College
 Concordia College
 Gustavus Adolphus College
 Hamline University
 Macalester College
 St. John's College
 St. Olaf College
 St. Thomas College
14. *Illinois Intercollegiate Athletic Conference:*
 Augustana College
 Bradley Polytechnic Institute
 Carthage College
 Eastern State Teachers College
 Eureka College
 Illinois College
 Illinois State Normal University
 Illinois Wesleyan University
 Knox College
 Lake Forest College
 Lincoln College
- McKendree College
 Millikin University
 Monmouth College
 Mount Morris College
 Northwestern College
 Shurtleff College
 St. Viator College
 So. Illinois Normal Univ.
 Western State Teachers College
 Wheaton College
15. *Iowa Intercollegiate Athletic Association:*
 Buena Vista
 Central
 Ellsworth
 Iowa Wesleyan
 Luther
 Morningside
 Parsons
 Penn
 Saint Ambrose
 Simpson
 Upper Iowa
 Western Union
 Des Moines
16. *Ohio Athletic Conference:*
 Ohio Wesleyan
 Wittenberg
 Oberlin
 Case
 Wooster
 Akron
 Reserve
 Heidelberg
 Mount Union
 Ohio Northern
 St. Xavier
 Denison
 Kenyon
 Ohio University
 Muskingum
 Otterbein
 Cincinnati
 Baldwin-Wallace
 Miami
 Hiram
17. *Rocky Mountain Faculty Athletic Conference:* (Founded 1909)
 University of Colorado
 Colorado College
 Colorado Agricultural College
 Colorado School of Mines
 Denver University
 Utah University
 Utah Agricultural College
 Montana State College
 Brigham Young University
 University of Wyoming
18. *Maine Intercollegiate Track and Field Association:*
 Bates College
 Bowdoin College
 Colby College
 University of Maine
19. *Mid-West Collegiate Athletic Conference:*
 Beloit
 Carleton
 Coe
 Cornell
 Hamline

Table I. Showing General Regulations Governing the Conduct of Athletics

GENERAL REGULATIONS																					
Note: A check mark indicates an exact or similar ruling.																					

Table II--Continued

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
technical courses he shall not be eligible unless he shall have carried and passed and be at the time carrying a minimum of 12 hours per semester of regular academic or scholastic work as distinguished from courses in theory, art or practice of athletics or physical education; and in the case of students enrolled in other schools, work in such courses in the theory, art, or practice of athletics or physical education may not be counted in making up full work as required for eligibility.	x	N.B. 29	x	x	x	N.B. 29		N.B. 29	N.B. 29	N.B. 29		x	x	x			x	x		x	x
5 In no case shall any student who has ever competed in interscholastic or intercollegiate athletics as a member of any other school or college team be permitted to participate in any intercollegiate athletic event as a representative of any Conference institution until after the close of the succeeding season devoted to the sport in which he last participated as a member of such other school or college team.	x		N.B. 30	x	x				N.B. 30								x		x		
6 In no case shall any student be permitted to take part in any intercollegiate contests until after his matriculation there shall have elapsed one full academic year.	x	x	x	N.B. 32			x	x	x	x							x	x		x	
7 In case a student transfers to any Conference University from an institution of college grade and at the same time of such transfer is or would be ineligible by reason of any requirement other than those prescribed above, in order to become eligible he must be in residence two academic years as well as otherwise satisfying the requirements for eligibility. In no case shall any such transferring student be permitted to take part in any intercollegiate contest as a representative of the institution to which he transfers until, after his matriculation therein, there shall have elapsed two full calendar years.	2 yrs. x	1 yr. x	1 yr. x	N.B. 27	1 yr. x		1 yr. x		N.B. 28		1 yr. x	1 yr. x	1 yr. x	1 yr. x	1 yr. x		1 yr. x	1 yr. x	1 yr. x	1 yr. x	
UNDERGRADUATES																					
8 No student shall be eligible who has graduated from any school, college or department of a college or university.	x	x	x	x	x		x	x		x		x	x		x	x	x	x	x	x	
9 Has prolonged his undergraduate course for the purpose of extending his period of eligibility.	x			x								x	x								
10 Has sufficient credit so as to be eligible for graduation in the school or college in which he is enrolled.	x			x								x	x								
DELINQUENCY IN STUDIES																					
11 No student shall be permitted to participate in any intercollegiate contest who is found by the faculty to be delinquent in any of his studies.	x	x	x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	
12 A student becoming ineligible through delinquency in studies may regain his eligibility by (a) removing such delinquencies, or	x		N.B. 28								x									x	
13 (b) by doing one full year of work in the year of residence prior to his participation thereafter in any sport; to regain eligibility under (b), however, the student must have removed any delinquency which his college requires to be removed as prerequisite to graduation.	x	x					x				x										
ATTENDANCE																					
14 No student having been a member of any college athletic team during any semester or quarter and having continued in residence through that period shall be permitted to play in any intercollegiate contest thereafter until he shall have been in attendance six (6) consecutive calendar months.	x	x	x	x					x												
LIMIT OF PARTICIPATION																					
15 No student shall participate in intercollegiate athletics for more than three (3) years in the aggregate; participation, however brief, during any college year in any intercollegiate event shall cause that year to count as one of the three allotted years. For purpose of this rule a college year consists of successive twelve month's periods following matriculation.	3 yrs.	3 yrs.	3 yrs.	3 yrs.	3 yrs.		3 yrs.	2 yrs.	3 yrs.	3 yrs.	4 yrs.	4 yrs.	4 yrs.	4 yrs.	4 yrs.	3 yrs.	4 yrs.			3 yrs.	
16 A preparatory student who plays one year on the team of a non-conference college shall not have that year counted against him in case he should enter a conference institution. Should he play more than one year, each year, after the first, shall be subtracted from his three allotted years.	x	x		x																	
17 "College" defined . . . an institution in advance of the high school grade, etc.	x			x	x			x	x	x			x	x	x					x	
18 Whenever any member of the conference proposes to play a man who has previously competed in any form of intercollegiate athletics, without counting this previous participation, such intention, with complete information in regard to the facts in the particular case shall be communicated to the conference Committee on Colleges not less than 6 months prior to such intended participation, and no student shall thus participate without the approval of the committee.	x																				
COMPENSATION AND PRIZES																					
19 No student shall participate in any intercollegiate contest who has ever used, or is using, his knowledge of athletics or his athletic or gymnastic skill for gain; or who has taken part in any athletic contest in which a money prize was offered, regardless of the disposition made of the same. In case of minor infractions, prior to entering college, the conference will entertain applications for reinstatement.	x	x	x	N.B. 41	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
20 Provided, however, that playground, life guard, or similar work where the requirements do not call for a man with a technical preparation in physical training, during the summer or before entering college, shall not be deemed a violation of this rule.	x				x			x	x				x	x		x	x		x	x	
21 No person who receives a regular annual or monthly compensation from the university for services rendered shall be eligible to play on any team.	x	x	N.B. 40	x	N.B. 40			x	x	N.B. 40	x	x	x			x	x	x		x	
OUTSIDE COMPETITION																					
22 A student shall be ineligible to represent his college in athletic contest who, after matriculation in any college, engages in contests as a representative of any athletic organization not connected with his college.	x	x	x		N.B. 36		x			x	x	N.B. 41	N.B. 41		x	x	x			x	
23 Occasional games during vacation on teams strictly amateur are not prohibited, provided no admission is charged. A strictly amateur team is one no member of which receives remuneration for his services.	x	x	x				x		x							x				x	
ASSUMED NAMES																					
24 No student shall play in any game under an assumed name.	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	

Table II—Continued

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ATHLETES' STATEMENT																				
25 Athletic Committee shall require each candidate for an intercollegiate athletic team to subscribe to a statement that he is eligible under the letter and spirit of the rules adopted.	x		x							x	x	x		x		x	x	x	x	x
CERTIFICATION OF ATHLETES																				
26 At the beginning of the season in each intercollegiate sport each Conference university shall certify to every other institution therein a list of those eligible under the rules to compete.	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
SCHOLASTIC REQUIREMENTS																				
27 No person shall participate in any intercollegiate sport unless one week before the game he shall be carrying satisfactorily, two-thirds of the normal hours ($\frac{2}{3}$ of normal work of curriculum in which he was enrolled for the last semester or quarter of residence previous to participation.) All members of the squad found eligible at that time shall be declared scholastically eligible for the season in question.					x															
28 A person who was conditioned or failed in a subject and then made it up will not be eligible. He may make up an incomplete and be eligible, it being understood that an incomplete means notebooks, drawings or a failure to have all laboratory work in.			x																	
29 No student shall take part in any intercollegiate contest unless he is doing full work in a regular course as defined by the regulations of the department in which he is enrolled.	N.B. 4	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
TRANSFER RULE																				
30 If a student has competed in intercollegiate athletics in an institution granting a standard degree, such student shall not be allowed to take further part in intercollegiate athletics if he transfers to any institution which is a member of the conference.			x	N.B. 32				x	x	x										
31 A student transferring from one institution of college rank to another or from one of college rank to one of non-college rank and back to one of college rank shall not be eligible to compete in intercollegiate athletics until he has been for one year a student in the institution to which he transfers.			x	x							x					x				
32 A student who has fulfilled the residence requirement at a Conference college does not forfeit his eligibility by attendance at another collegiate institution, until or unless he competes in intercollegiate athletics at such other institution.				x						x										x
33 No migrant student who has obtained a varsity letter in another institution shall be permitted to participate in that sport in intercollegiate athletics.							x													
34 A contestant must not have used his knowledge of athletics for financial gain except that he may play "Summer Baseball" with teams not in leagues under the jurisdiction of the National Base Ball Commission.							x							x			x	x	x	
35 Any student who has played baseball in a team under the national agreement shall be disqualified from intercollegiate contests in all branches of athletics.			x	x										N.B. 34	x		x	x		
36 No student shall represent an athletic club or organization, baseball club or team other than his institution from the opening of the fall quarter or semester to the close of the spring quarter or semester, provided that students not in training as members of freshmen or varsity squads may compete on church teams.					x		x							x			x		x	
37 No student shall be eligible to participate in intercollegiate contests if he has played as a member of any summer baseball team in a league that has a schedule of more than three (3) games per week.									x	x										
ATTENDANCE																				
38 Any student participating in athletics must register within three weeks after the first registration day of that term or semester, or else must have registered four weeks previous to any contest in which he participates.				4 wks.	4 wks.	5 da.				15 da.	10 da.	4 wks.	4 wks.	3 wks.	2 wks.		2 wks.		3 wks.	2 wks.
39 Persons registered in departments of institutions which are situated at other places than where the parent institution is situated, shall not be eligible to participate as members of the Conference.			x																	
STUDENT COMPENSATION																				
40 No student shall be allowed to compete as a representative of any institution from which he received compensation for regular instruction. This rule shall, however, not apply to undergraduate student-assistants, who have been appointed to said position by the authorities of the institution, and who are doing regular undergraduate work as students, provided that the annual compensation for such work does not exceed five hundred dollars (\$500.00).			x							x					x	x				
MISCELLANEOUS RULINGS																				
41 Any student shall be disqualified in all branches of athletics for a period of one year, if he competes for cash or salary in contests not connected with the college during the college year.				x	x							x	x						x	
42 No student shall represent his institution in any contest who, while a registered student, writes articles on sports in which he is participating, for publication in any newspaper or journal other than those of his own institution.					x															
43 Each year as soon as possible each institution shall present to the committee on eligibility a list of its migrants and have each case acted on by the committee.	x																			

Midwest Collegiate Athletic Conference

Knox

Lawrence

Monmouth

Ripon

20. Southern California Inter-Collegiate Athletic Conference:
California Institute of Tech-

nology

Occidental College

Pomona College

University of California

Southern Branch

University of Redlands

Whittier College

Summary Statement

No attempt will be made in the lines which follow to draw any conclusions from this study other than in an indirect way. To aid the reader in formulating his own con-

(Continued on page 32)

National Interscholastic Records

The Track Season Just Closing Has Witnessed the Breaking of Many Track and Field Records, Some of Which Have Stood for a Number of Years. If Any Coach Has an Athlete Who Has a Claim for a New Record He Should Notify the Chairman of the Records Committee

A COMMITTEE of the National Federation of State High School Athletic Associations passes on claims for records made by men in interscholastic track and field competitions. The chairman of this committee is C. W. Whitten, Manager,



J. J. Carter, Track Coach, Lynbrook High School, has carefully trained Wildermuth for the last five years. He has not allowed him to compete in strenuous contests to any extent until this year when he was entered in a few important track meets. Carter deserves a great deal of credit for developing one of the outstanding high school stars of the year.

Illinois High School Athletic Association, DeKalb, Illinois. The official records as recognized by this committee are printed in the National Collegiate Athletic Association Track and Field Rules Book and are recognized as the official interscholastic records. The records presented herewith are those which the interscholastic records committee has recognized as official up to the present time. No doubt some of these records have been broken this year. If any high school man has made a better record than one on this list he or his coach should write to Mr. Whitten requesting that

a record blank should be mailed to him. When the blank is received the proper authorities should promptly fill it out and return to the chairman of the records committee.

50 yds. run—5 3-5s., E. C. Jessup, St. Louis, Mo., July 4, 1904.

60 yds. run—6 2-5s., S. Butler, Hutchinson, (Kans.) High School, Evanston, Ill., March 28, 1914.

100 yds. run—9 4-5s., Ernest E. Nelson, Volkmann School, Cambridge, May 2, 1908; Charles Hoyt, Greenfield, H.S., Chicago, Ill., June 7, 1913; W. J. Carter, Jr., Chicago Univ. H.S., Ann Arbor, Mich., March 23, 1914; Evan Pearson, North Central H.S., Spokane, Wash., May 20, 1916.

220 yds. run—21 2-5s., W. J. Carter, Jr., Chicago Univ. H.S., Ann Arbor, Mich., May 23, 1914.

400 yds. run—42 3-5s., Frank Sloman, Polytechnic H. S., San Francisco, Cal., Oct. 16, 1915.

440 yds. run—48 1-5s. (straightaway), Frank Sloman, Polytechnic H.S., San Francisco, Cal., Oct. 16, 1915; 48 4-5s. (around turn), James E. Meredith, Mercersburg Acad., Philadelphia, Pa., May 18, 1912.

880 yds. run—1m. 55s., James E. Meredith, Mercersburg Acad., Princeton, N. J., May 4, 1912.

1-mile run—4m. 23 3-5s., Ed Shields, Mercersburg Acad., Port Deposit, Md., May 20, 1916.

2-mile run—9m. 51 2-5s., Allen Swede, Mercersburg Acad., Philadelphia, Pa., May 4, 1918.

120 yds. hurdles—15 2-5s., H. Whitted, Citrus Union H.S., Stanford Univ., Cal., April 13, 1912; H. Whitted, Citrus Union H.S., Chicago, Ill., June 8, 1912.

220 yds. hurdles—24 2-5s., C. Cory, Chicago Univ. H.S., Ann Arbor, Mich., May 23 and 24, 1913; Frank Loomis, Oregon H.S., Minneapolis, Minn., May 27, 1916; David Kimball, Deerfield-Shields H.S., Champaign, Ill., May 22, 1920.

440 yds. relay—46 4-5s., University High School, Chicago, Ill., June 11, 1910.

880 yds. relay—1 m. 31.5s., Northwestern High School, Detroit, Mich.

1-mile relay—3m. 27 1-5s., Los Angeles H.S. team, Los Angeles, Cal., 1910.

Running high jump—6 ft. 3 5-8 in., W. M. Oler, Jr., Pawling School, Cambridge, Mass., May 25, 1912.

Running broad jump—23 ft. 7 1-5 in.,

P. G. Styles, Culver Mil. Acad., Chicago, Ill., May 12, 1913.

Pole vault—12 ft. 8 in., S. Landers, Oregon H. S., Minneapolis, Minn., May 27, 1916.

Pole vault, indoor—12 ft. 1 in., Eugene Schobinger, Harvard School, Chicago, Ill., Feb. 18, 1911.

8-lb. shot put, indoor—59 ft. 3-8 in., George Bronder, Poly Prep, Brooklyn, (Continued on page 37)



Karl Wildermuth, Lynbrook High School, Lynbrook, New York, although only sixteen years old, has a track record of twenty-two feet two inches in the broad jump and ten and one-fifth seconds in the hundred yard dash. This latter record made as a sixteen year old boy equals the record made by Frank Hussey when the latter was nineteen years old.

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JOHN L. GRIFFITH, Editor

A Milk and Water Philosophy

A committee of the American Association of University Professors has recently condemned intercollegiate football on the grounds that "it seriously hinders the attainment of the central intellectual purpose of the college," and proposes that "participation in football be limited to one year." It is not the purpose at this time to discuss the various charges that are made against football and in fact against intercollegiate athletics but rather to call attention to certain philosophical inferences that are made by this committee.

Among other evils attributed to football the committee charges that administrative officers are tempted to apply eligibility rules improperly, that football gives occasion for drinking, that it encourages betting and that it is a provocation of dishonesty.

This action of the committee of university professors is characteristic of a type of thinking that is common these days. In the first place the committee would improve morals by legislation. If professors cheat to get men eligible, if the alumni drink at football games and if students scalp their football tickets, then the committee would correct these conditions by legislation. In a nation that has several million laws on its statute books, it is not surprising that there are men who would attempt to improve the morals of those connected with athletics by passing more rules. However, one would hardly expect that the proposal would come from university professors. In the second place the committee would make men good by removing the temptation to be bad. If the importance of the games were sufficiently lessened, then college eligibility committees would not be tempted to certify that ineligible men were eligible. If the games were so unattractive that the alumni would not attend them, then they would not drink at the games. If the public would not pay scalpers' prices for tickets then the students would not be led to scalp their tickets. Regarding the validity of these charges it is to be doubted that many university professors are so dishonest as to sign their names to false statements of eligibility; in the Western Conference the editor has personal

knowledge that there is comparatively little drinking at the games (probably no more than would be found at a convention attended by eighty thousand university professors) and the records show that only a small number of the ninety thousand students attending the Western Conference universities sell their football tickets at a profit. It is not the purpose of this editorial, however, to defend athletics but to challenge the philosophy of those whose conception of the manner of developing sturdy character consists of removing all temptation. If we are to follow this plan then we should abolish examinations because they lead to dishonesty, we should discontinue presidential elections because men bet on the results and we should forbid all public gatherings because men are prone to drink liquor when they congregate in large gatherings. Strange as it may seem many are advancing a similar argument for the repeal of the Volstead Act, viz: that thus bootleggers would not be tempted to violate the laws because the prize would be lessened in value. Certain morons who have been found guilty of attacking women plead their innocence because their victims did not wear long skirts and hoops as did the women of another generation.

It is hardly to be supposed that many college professors will subscribe to the sentiments expressed by this committee but a great many are short-sighted enough to believe that they can make education more interesting by making athletics less interesting. In athletics if a runner, who learns that an opponent can run faster and has more endurance than he, himself has, be a real sportsman, he does not concern himself as to how he may handicap the other man but rather studies himself to learn how he may improve his running. If certain college men have discovered that the students, alumni and public manifest more interest in athletics than in academic work (a condition that has existed since the days of Pericles) they will not make themselves ridiculous and they may accomplish some good if they will devote themselves more assiduously to the task of what President Glenn Frank calls "more creative teaching."

Modern Coaching Methods

IN one of his syndicated articles Charles Hoff was quoted as saying because Finland produced Nurmi and Norway produced Hoff, since both Finland and Norway are much smaller than the United States that it must be due to the fact that the athletes and coaches in these two older countries know things that are unknown to Americans.

Hoff gives his coach all the credit for his success and this spirit of loyalty is laudable. The Journal is not disposed to take issue with the writer of these articles because he casts aspersions on the American coaches but wishes to suggest that we should not be too ready to discard the things which have been proven in athletic coaching methods. Hoff's style in vaulting is peculiarly his own. He does not arch himself over the bar as most of the best Americans do and he throws himself from the pole with a different snap from that commonly seen in this country.

Any pole vaulter may well experiment with this form for the purpose of determining whether he can vault better by using the Norwegian rather than the American style. It would be foolish, however, to accept without experimentation a new form. Sometimes a champion succeeds by employing methods that are adaptable only to himself and which would not be of value to other athletes. In other words, we have what might be termed the orthodox form in most events. That means that there is an accepted form which is best for most performers. If an athlete can become a champion by using an unorthodox form, by all means he should not be discouraged from using his own style. At the same time his coach should satisfy himself that the man in question could not do better if he used the commonly accepted method.

As regards Nurmi, while it is true that the form which he uses in running is somewhat different from that which is used by some of our best runners, still Nurmi's success depends not so much upon his form in running as upon his endurance. It must be remembered that Nurmi has been running for a good many years, that he has trained very carefully and probably has paid the price for victory more readily than have most of our distance runners. The editor in a conversation at the Olympic Games with some of the American coaches found that the majority in the group believed that the reason why America was not excelling in the distance runs was due largely to the fact that the young men of today are not willing to work hard enough and over a long enough period to fit themselves for the championship tests. As there is no royal road to success there are no special secrets regarding the training of championship runners and it would be a mistake for our coaches to take too seriously the suggestion of our visitor when he would lead us to believe that Nurmi and the other Finnish runners excel because they are in possession of knowledge concerning running that is unknown to the American coaches.

Improving the Game

WHEN a team is coached to disregard technical rules which have been adopted for the purpose of making for good sport and sportsmanship and the players follow instructions without receiving penalties, the officials are frequently blamed. While it is true that the officials are not entirely blameless for permitting illegal practices yet more may be said against the coach who teaches his men to try to steal at the start of a race, to foul an opponent in the back court, to cut bases or to hold in the rush line than against the officials.

In this connection some things might be said about the sportsmanship of a coach who equips his football men with equipment that is intended to be used as a means of injuring opponents as much or more than as protective safeguards for his own players. Many manufacturers will make football pads and cleats that should not be used, if requested to. This, however, does not excuse the coach who is guilty of violating the rules of sportsmanship even though he may "get by."

National Meets

On June 11th and 12th the Fifth Annual National Collegiate Athletic Association Track and Field Meet will be held in Chicago. This meet was started by the officers of the national organization with the thought that such a meet would make it possible for the winners of the various conference and sectional meets held throughout the United States to meet on a common track and field for the purpose of determining the national individual championships each year. Only men who have won places in a conference, state, sectional or intercollegiate meet are eligible to compete in the National Collegiates. This means that this meet is one in which only sectional champions may enter. As a result, the entry list, although small, is composed of the best track and field athletes each year in America. Last year one hundred and fifty-seven men representing fifty-one colleges and universities competed. Since the N. C. A. A. Meet was started in 1921, athletes from a total of one hundred and three different colleges and universities representing thirty-two states and the District of Columbia have taken part in this national classic. With the growth in prestige and prominence of this meet it has gradually become recognized that no athlete can claim national collegiate track honors unless he wins those honors in the N. C. A. A. Meet.

On June 4th and 5th the National Interscholastic Track and Field Meet under the auspices of the University of Chicago will be held on Soldier Field, Chicago. As the N. C. A. A. Meet is in every sense of the word the national collegiate meet each year, so the Stagg Interscholastic is the recognized national interscholastic meet. The state interscholastic meets so far held make it apparent that the class of contestants this year is superior and it may safely be predicted that several new national interscholastic records will be made if weather conditions are favorable in Chicago June 5th.

The value of the Olympic Games is quite generally understood by most people who are conversant with the purpose underlying these games and the manner in which the meets have been administered. The Olympic Games are very much worthwhile not only because they serve as a stimulus to inspire boys to train for international honors but further because they make for better understanding among the young men of the different nations of the world and spread the gospel of sportsmanship. In the same manner both the National Collegiate and the National Interscholastic Meets are institutions that should be encouraged by the track coaches of America. When men from New Hampshire compete with others from Washington or California, when the great athletes from Texas run against the best athletes from Minnesota, Wisconsin or Michigan, not only do the competitors gain from the contact but the meets in a large sense serve to break down sectional barriers and to make for better understanding among the men who in future years will be leaders in their own parts of the country. The Athletic Journal believes wholeheartedly in the value of these two great national meets.

Dr. Pritchett's Recommendations for Athletics

The competitive element which is found in intercollegiate athletics should again be instilled in mental contests

The Associated Press dispatches on May 16th report that Dr. Henry S. Pritchett, President of the Carnegie Foundation, in his annual report recommends that "we should manage sports in colleges as we do our studies, minimize exact achievement and measure a contestant by his effort and not by his success." If the competitive plan by which athletics are conducted at the present time is at fault at least it is similar to the one that endures in academic work. In the Western Conference institutions each year a thousand or more students are dropped not because they have not made the effort, but because of their inability to carry the school load so successfully as the good or superior students have carried it. Further, in addition to those who are dropped by faculty decree it is safe to state that at least another thousand drop out of school each year when they find that they are unable to keep up with the members of their classes in fulfilling the assignments given them by the faculty.

Dr. Pritchett is further quoted as recommending that "chronic failures should be kept on the squad and every one who can jump the bar at two feet should be given the same medal as that which is given to the star athlete." Certainly Dr. Pritchett does not believe that this practice should be followed by the academic students and the chances are that his recommendation has a different meaning than that given it in the papers. Since, however, there are a great many people talking in these terms today, it is worth while calling attention to the fact that this is not the practice that is followed by the faculty in dealing with the students who are enrolled in the different academic courses. The freshmen who enter a modern university first of all have won the privilege of entering by passing satisfactorily their high school work and in many cases they are required to pass an intelligence test. After they have enrolled, however, it is a well known fact that a large number of them will be dropped either at the end of the first semester or at the end of the freshman year, due to the fact that they are weak students and suffer in comparison with the good students in their class. Those

The President of the Carnegie Foundation recommends, according to newspaper reports, that chronic failures in athletics should be kept on the squad and that the same prizes should be given the poor athletes as are given the good athletes. This is a procedure that can hardly be recommended for academic pursuits or for the business and professional world.

who survive are urged later to specialize in certain subjects and scholastic honors of different kinds are awarded exceptional students. Seldom, if ever, is a prize given the poor student even though he may have worked far harder for his grades than did the brilliant student who stood at the head of his class. The upper classmen who have shown exceptional ability along certain lines are encouraged to study for a Ph.D. degree or to specialize in some post graduate course.

The under-classmen, by the way, in the large universities are usually given instruction by the assistant professors and instructors and the heads of the departments devote their time in the main to the star students. This practice is comparable to that which is followed in athletics. The men in intramural athletics are usually given instruction by upper classmen or assistant coaches and the star athletes who because of their excellency in athletics are given instruction by the head coaches who may be likened to the head professors in the academic departments.

The dispatch further suggests that Dr. Pritchett recommends that "all teams should be made up alphabetically and not by rigorous selection." In several universities this plan has been tried and has failed due to the fact that teams thus chosen do not have a common interests and consequently lack team loyalty and group unity. The Carnegie Foundation is at present engaged in making a survey of athletic conditions in the colleges of America. It will be helpful if those to whom this task has been assigned will investigate this matter and report whether Dr. Pritchett's suggestion is feasible.

The mistake is made by many of supposing that the men who are inferior physically are neglected by the physical education departments in our colleges and universities. It may be that this is the condition in some colleges but in the best regulated institutions this is far from the fact. True, the public sees only the performances of the star athletes and is more or less ignorant regarding the training that is given the sub-normal and the inferior athletes. The fact of the matter is that in most of the colleges all of the men are encouraged to participate in some form of athletics or other. Usually physical education work is required of freshmen and sophomores and in some universities of all of the undergraduates. In addition to those in required work classes the athletic department encourages as many of the men as will to participate in some form of intramural athletics and offers athletic training to the superior athletes on the varsity and freshman varsity squads. The following table gives the summary of the number of men who were given training on the varsity or freshman varsity squads in the various sports in eight of the Western Conference colleges for the year 1924-25.

TABLE I

Sports	No. of Colleges Having Representa- tive Teams	No. of Men Trained	Average Number Trained Per College
Football	8	2236	279.5
Baseball	8	1273	159.1
Basketball . .	8	1127	140.8
Track & Field	8	1738	217.2
Cross Country . .	8	732	91.5
Wrestling . .	8	524	65.5
Swimming . .	7	454	64.8
Tennis	7	349	49.8
Golf	6	142	23.6
Gymnastics & Fencing . .	6	408	68.0
Hockey	3	241	80.3
Rowing	1	67	67.0
Skiing & Fancy Skating . .	1	30	30.0
Total No. of men receiving train- ing in intercollegiate athletics in the eight colleges			9321
Average number per college			1165

This table shows that football heads the list as regards the number of men who were given training on the varsity squads. Practically all of the men here listed it may be assumed were not only coached but equipped by the athletic departments. Further, it may be added that many more men would be equipped and trained by the athletic departments of these eight institutions had they elected to avail themselves of the opportunity of training with one of the squads.

Football is not satisfactory intramural sport due to the fact that quite generally the men who go out for intramural football either are not qualified to play this strenuous game or they are not willing to train rigorously enough to prepare themselves for the contest. Further, the cost of equipment for football is considerable and it stands to reason that large numbers of men cannot afford to purchase the necessary equipment for playing on the intramural teams. Many colleges have discontinued intramural football for these reasons.

TABLE II—INTRAMURAL
ATHLETICS

Sport	No. of Participants
Football	1355
Baseball	6237
Basketball	8684
Track & Field	5206
Swimming	2396
Tennis	3499
Golf	1546
Cross Country	945
Playground Ball	7353
Wrestling	784
Boxing	806
Fencing	186
Gymnastics	160
Soccer	838
Volley Ball	1197
Bowling	1992
Horse Shoe Pitching	2423
Basketball Free Throw	2571
Speed Ball	1289
Hockey & Winter Sports	1101
Handball	487

The table herewith presented is made up from a report of seven of the Western Conference colleges. It will be noted that basketball was the most popular intramural sport followed closely by playground ball with baseball in third place. The tables contain many duplicates. A great many men engage in several different intramural sports and their names have thus been counted several times. Even allowing for this duplication, however, it is interesting to note that a great many men were given training in intramural athletics in seven of the larger American colleges last year. It should be remembered that these figures do not include for the most part

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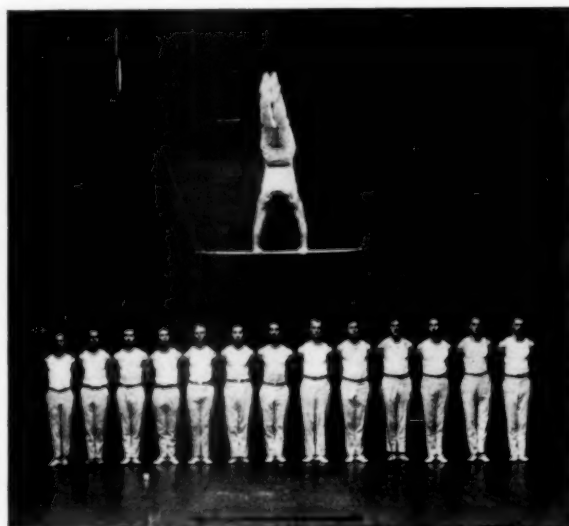
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Soccer by Affleck of Springfield
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 Both halves.

Track by Paul Otto of University of Virginia.
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Elmer Berry, Ed. D.,

Director Summer School
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the men who were counted on the varsity squads or the men who were enrolled for required work.

TABLE III

Sport	Average No. of Hours Per Year
Regular Season Football Practice	82.9
Pre-Season Practice in Fall.....	28.6
Spring Football	32.9
Total Football Practice.....	135.0
Baseball	128.0
Basketball	162.3
Track & Field & Cross Country.	163.7
Miscellaneous sports including Canoeing, Cage Ball, Life Saving, Bicycle Racing, Track and Athletic Carnivals, Sigma Delta Psi, etc.	5218

Total for 7 colleges.....56,273
 Average per college..... 8039

While the figures presented in the third table do not apply particularly to the subject under discussion, yet they are pertinent to the question. It is interesting to note that more time was required for training the men who came out for cross country and track and field athletics than for basketball, football or baseball. Attention should further be called to the fact that in these eight Conference universities the average number of hours spent by the men who enrolled for spring football was 32.9 and the average number of hours for football men during the regular season was 82.9 or approximately ten hours a week. The Western Conference has recently adopted a rule limiting football practice to two hours daily. According to these figures which are herewith presented the men in the past have not spent on an average of two hours a day in practice.

TABLE IV

Sport	Average No. of Days Lost from Classes for the Year
Football	3.2
Baseball	6.7
Basketball	5.3
Track & Field.....	5.6
Swimming	3.7
Wrestling	2.8
Tennis	3.5
Golf	2.0
Gymnastics	1.5
Fencing	1.5
Hockey	4.8
Cross Country	2.2
Rowing	2.0

When making the preceding studies an attempt was made to ascertain the average number of days lost from classes by the members of the different varsity squads. The following shows that the baseball men were required to cut classes more often than the members of any other teams. This, of course, does not include the

time that the baseball men spent in practice during spring vacation when classes were not in session. Track and field comes second with an average of 5.6 days lost from classes in the school year 1924-25. Basketball is third, hockey fourth, swimming fifth, tennis sixth and football seventh.

Editor's Note

The newspaper account of Dr. Pritchett's statement regarding athletics which has been referred to in the foregoing article was such as to make Dr. Pritchett say the opposite of the thing that he said. What he did say was:

"Manage sports as we do our studies: minimize exact achievement, and measure a contestant by his 'effort,' not by his success; invite a pupil to compete chiefly 'with himself'; make up teams alphabetically instead of by rigorous selection; keep chronic failures always on the squad; finally, to every one who can jump the bar at two feet give the same medal as mark of the finished athlete, and the significance and exhilaration that now attach to these exercises would rapidly ooze away. The frank objectivity that we put into sport, the European puts into head work, and makes it engage the best powers of each pupil; we sentimentalize our education, and the youth properly finds his own inventions more important."

In addition to the foregoing statement the following excerpts have been taken from his report:

"At the root of the Anglo-Saxon tradition of athletic sport, to whatever remote corners of the earth it has penetrated, lies the desire for victory. Games, even the mildest, are nothing without the element of contest, which is the very core of sport. The notion of the game for the game's sake may be held up as an ideal, but that ideal gains whatever reality it may possess from the fact that a man who can play a game well can excel his competitors. The player who does not play to win is intolerable to friends and opponents alike, whether in one hemisphere or the other."

* * *

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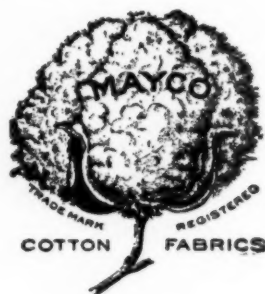
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Many coaches have found that when they are starting athletics in an institution where the difficulties are great and success is not plentiful that there are very few ready to form committees for the purpose of assisting. When the athletic organization, however, finally gets under way these men report that there are always a great many individuals who are anxious to assist in various ways. A certain famous coach relates that for the first twelve years that he was in charge of athletics in his institution athletics then being new were conducted at a financial loss. This man paid the deficit out of his own meager salary. There were very few in those days ready to assist him and in fact he carried the burden very much on his own shoulders. With the growth of athletics, however, in the thirteenth year of his administration there was a profit in football and that year a committee was created to look after the athletic association finances. His experience may be duplicated by thousands of coaches throughout the country, especially by those who have pioneered athletics in an institution or have promoted an athletic tournament or meet or introduced a new sport.

When football was a struggling infant in our schools and colleges the director of athletics or the principal or chairman of the college athletic committee was usually permitted to handle ticket sales himself, collect what money could be obtained in a legitimate way and to pay the bills. In those days there were very few who cared to assume any of the responsibilities connected with the administration of football. Today when football is a thriving institution there are literally multitudes of men who are not only willing but glad to assume the responsibility of telling those who have charge of athletics how to administer the game. Some of the men who offer their services expect to receive some reflected glory or to get a certain amount of publicity from a popular sport. Others believe in the philosophy of the old Greek Satrap who illustrated the manner in which he kept peace in his realm by walking through a wheat field and cutting off the heads of the stocks that had grown above the level of the field. Following the same policy he beheaded all persons in his Satrapy who rose above their fellows. So there are those today who believe that if an institution attains success

very rapidly it should be limited somehow or other. We see this in the attitude of many toward our college sports. They are not interested very much in baseball because baseball is not so popular in the schools and colleges as is football. But these same men are very much concerned about football and are more than ready to offer advice and propose legislation relative to the administration of this game. This leads to the third suggestion, namely that business legislation usually pertains to successful businesses. Railroad presidents complain that so many bills have been passed to regulate railroad traffic that it is difficult to conduct their business in a legitimate way without violating some law or other. We have few school and college rules for the regulation of minor sports and a great many that would seek to improve our major activities. Of course, there are more problems connected with a big business than a small business and all rules and legislation passed with the intent of guaranteeing a steady and healthy growth of a business be it large or small are worth while. However, a great many persons are proposing legislation for football these days not so much with the idea of assisting the game as of interfering with its development and growth.

The JOURNAL believes that the man who really wishes to help with the promotion of our amateur athletics will be willing to share some of the grief that comes with the development of a sport in its infancy, rather than to devote all of his time to the end of offering advice regarding the administration of a game that at the present time is being very successfully conducted.

Western Conference Baseball

For the purpose of determining the status of baseball in the Western Conference the editor has asked the baseball coaches in the ten Conference institutions for a report regarding baseball as conducted in 1926. Following is the analyses which have been received.

Mr. Guy S. Lowman, Baseball Coach, University of Wisconsin, reports that thirty-five men were given training on the varsity squad this year and thirty on the freshman varsity team. Four hundred men played intramural baseball at Wisconsin. The attendance at the games this year at Wisconsin was better than formerly and there is an appreciable increase in interest. Mr. Low-



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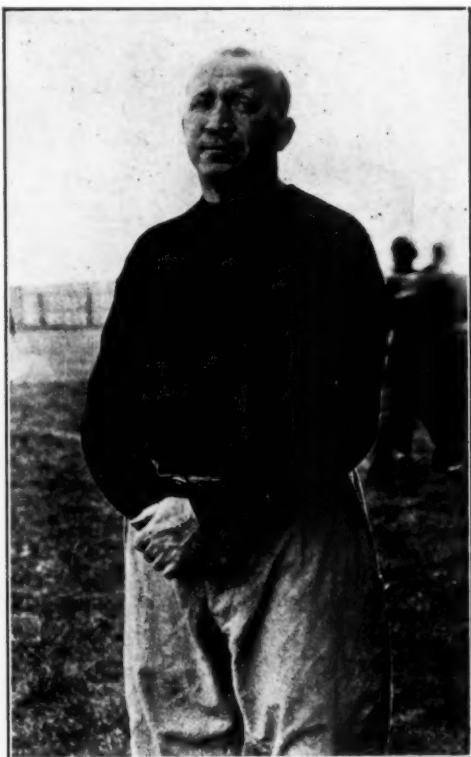
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Basketball

man believes that the quality of Conference baseball in 1926 was better than that of 1925. Baseball is a major sport at Wisconsin and will undoubtedly be continued indefinitely as an intercollegiate game.

Mr. Ray L. Fisher, Baseball Coach, University of Michigan, states that ninety men at Michigan were given training on the varsity squad and one hundred and twenty on the freshman varsity team. One hundred and fifty played intramural baseball and one thousand three hundred and ten took part in the playground ball league. The attendance at the games at Michigan this spring has suffered because of the backward spring and the bad weather. He believes that Conference baseball is improving but that the interest has decreased to a certain extent because of the lack of publicity. Baseball is a major sport at Michigan and has been since 1863. Without any doubt it will be continued as an intercollegiate sport as long as baseball is played.

Mr. O. H. Vogel, Baseball Coach, University of Iowa, had thirty-four men on his varsity squad and seventy-two were equipped and coached on the freshman varsity squad. Eighteen fraternities organized baseball teams and played in the intramural league at Iowa this year. The average attendance at the games at Iowa last year was approximately three thousand per game. This year probably due to the fact that the 1926 team has not been so strong as was the 1925 team the average attendance has dropped to eighteen hundred per game. Mr. Vogel believes that the quality of Conference baseball of today is not so good as that of other years due to the fact that it is practically impossible for a college athlete to play summer baseball without breaking the Conference rule. Baseball is a major sport at Iowa and will without question be continued as an intercollegiate game.

Mr. Nels H. Norgren, Baseball Coach, University of Chicago, carried fifteen men on his varsity squad and reports that sixteen played throughout the season on the freshman squad. Playground ball is more popular at Chicago as an intramural game than is hard ball. The attendance at the games at Chicago is better than formerly. Possibly this is due to the fact that admission is not charged at the games on the Midway. Mr. Norgren states that baseball will be continued at Chicago as an intercollegiate sport and that it is considered as a major game.

Mr. Morey A. Kent, Baseball Coach, Northwestern University reports that

fifty men were given training on the varsity and freshman varsity squads. Two hundred men played intramural baseball at Northwestern. The attendance in Evanston has so far been very much better than the attendance of other years. Mr. Kent believes that interest in baseball in his institution is increasing and thinks that the average baseball played in the Conference today is better than the quality of former years but he also believes that the best teams back in 1921 and 1922 were better than the best teams of 1926. Northwestern considers baseball as a major sport and the authorities have announced that it will continue indefinitely as an inter-collegiate sport.

Mr. Ward L. Lambert, Baseball Coach, Purdue University, had forty men on his varsity squad and one hundred and ten on the freshman varsity squad. Five hundred and twenty men played intramural baseball at Purdue this year. The attendance at Lafayette was very good. The increased interest is partly due to the fact that Purdue had a very good team. Mr. Lambert believes that the attendance everywhere is influenced materially by the standing of the university team. He further believes that the quality of Conference baseball of today is better than that of a few years previous. Baseball is a major sport at Purdue and will be continued as an intercollegiate game.

Major Lee Watrous, Baseball Coach, University of Minnesota, reports that seventy-one men were carried on his varsity squad and seventy-five on his freshman varsity squad. Three hundred and sixty men played intramural baseball at Minnesota. In 1922 the average attendance at baseball games at Minnesota was two hundred and fifty per game. This year the average was approximately twenty-five hundred per game. He finds that baseball is increasing in interest at Minnesota and believes that Western Conference baseball of today is about the same as it was in 1921 and 1922. Baseball is a major sport at his university and will undoubtedly be continued.

The following Chicago high schools are reported to have recently joined the Illinois High School Athletic Association: Lakeview, Schurz, Hyde Park, Tilden, Lindblom, Englewood.

The State High School Athletic Association of Florida is composed of one hundred and five members. Duval High School of Jacksonville won the football and basketball championships this year. Ocala won the track and Miami the baseball championship.



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Physical Education and Ath- letics As a Profession

(Continued from page 10)

ing teachers needed for the year 1921 in the United States was placed at 100,000, while the total number of such teachers available was only 5,000. The total number needed alone in April, 1920, was 1,000 men and 1,000 women; while the total number of trained teachers available at that time was 143 men and 787 women." Although these figures are for 1921, there are plenty of reasons to believe that today the demand is still far greater than the supply. It is interesting to note that a great many universities and normal schools have added courses in physical training and athletic coaching in the last ten years, and that a great many schools are just beginning to offer special summer school courses in athletic coaching. The general increase in such courses has been caused by the increased demand for teachers trained in such work. The demand, problem, need, and educational interest are at the present time in the field of physical education and athletics.

Knowing that there is a demand and need for teachers of physical education, the individual should also realize that to be a successful physical education teacher or athletic coach one should have certain personal and professional qualifications. At least it is thought by the best authorities that if certain qualifications or factors are possessed by the individual it will tend to make this person a very successful teacher of physical education.

Under personal qualifications I would first list such personal qualities as good physique and good health. The physical educator should be a living example of the healthful benefits derived from his work. He should possess the necessary physical and mental strength to withstand the extra physical and mental strain involved in the work in athletics and physical education. Coach F. H. Yost of the University of Michigan has stated: "he (referring to a coach) must be physically able to stand long hours and a strenuous life." If one does not possess a strong body one should at once seek to acquire it. This may be accomplished if one possesses the will power and determination to follow a definite program of physical training and right living. We are all familiar with the way Theodore Roosevelt acquired a strong body and excellent health after having been a very sickly and weak boy during childhood. It is also well to remem-

ber in this connection that to be successful as an athletic coach one does not necessarily have to be a star athlete or a perfect model of physical perfection.

After being convinced that one has the necessary health and interest, one should next make a personal survey of one's mental and physical characteristics. Leadership, pleasing personality, tact, force, initiative, and a character above reproach, besides one's personal ability as an athlete and gymnast, has a great deal to do with success in physical education. In playground work many authorities consider leadership and personality as the first qualifications of a play leader for if the children like and respect the leader, large attendance is assured. Most of the successful athletic teams reflect the leadership, personality, pep and drive of the coach, especially when they are in actual competition.

Educators and prominent coaches have included besides the personal characteristics certain professional qualifications such as general education, special training and preparation in physical education, personal experience in athletics and physical training, ability to adapt and grasp new points, and ability to teach and impart knowledge to others, as very essential to success.

At most institutions at the present time the coaches and physical directors are required to be university, normal, or college graduates. In addition the present tendency is to recommend or require that the athletic coach and director have special training in physical education and athletics (theory and practice courses) at some special school or university featuring physical education curricula, and athletic coaching courses. Then besides the special training most successful coaches have had personal experience as a player on the athletic teams. As mentioned before, this does not necessarily mean one must be a star athlete, but it means that he has become thoroughly familiar with actual playing conditions by trying out for the team, and staying out the entire playing season and thus acquiring first hand experience in the methods used in practice to develop the players and the team. The successful director and coach in other words is a close follower of every athletic sport and familiarizes himself with all the details. The coach must know the sport he is coaching from "A" to "Z." On the playground this means knowing the finer details of the games and sports. In the gymnasium it implies

knowledge of form and material and experience in physical training class work.

In addition to practical experience and special training under professional qualifications is the ability to adapt and grasp new points, to be able to modify and overcome difficulties so often met in any practical science, and to be able to teach and impart knowledge to others. Dr. G. L. Meylan of Columbia University sums up these qualities when he states "that the ideal coach must have the knowledge of technique and ability to impart his knowledge to others. The ability to teach football, baseball, running and rowing is quite a different thing from the ability to perform well in these sports. Ability to teach is absolutely essential for a good coach; ability to perform well is desirable, but not essential." I believe many of our educators could well afford to consider this fact more carefully before making the selection of a new coach.

Then, too, in a great measure in many of the different athletic branches success will depend upon the coach's ability to plan and develop strategy, as well as upon his executive and organizing ability. "The success of a winning coach," states Mr. Fielding H. Yost of the University of Michigan, "varies with his originality and strategy in working out means of offense and defense. His hours of labor are long as he must do considerable work and study off the field. The time which a coach spends on the gridiron with his men is only a small part of the time which he must devote to his job." Dr. G. L. Meylan states that the coach must also have "keen powers of observation and common sense which implies ability to size up the latent qualities of candidates for teams. The most successful coaches are known for their ability to discover promising candidates." The physical educator and coach must also have business and organizing ability as most of them must manage and direct the department of physical education. This is especially true in the smaller colleges and high schools. He must possess good executive ability to accomplish properly and carry out his plans and ideas.

If a man, therefore, is interested in making a personal survey of his qualifications and then secures excellent professional training in physical education and athletics, he will find a large and interesting field with the supply not exceeding the demand. Mr. Meylan states that "in the long run the coach most likely to succeed is the college man who takes up coaching as his life's work.

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INDEX FOR 1925-1926

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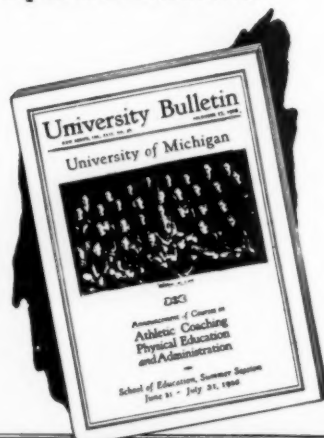
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Study of Conference Rules

(Continued from page 18)

clusions, lists of points of agreement and disagreement together with a list of items which appear to be marked deviations in practice from the majority rulings are placed below and are as follows:

A. Summary On General Regulations.

1. There is a fairly universal agreement on:—

- (a) Some set date for the opening of football practice.
- (b) Restrictions on football competition: must play only with teams representing educational institutions.
- (c) Faculty control of athletics.
- (d) Specification as to legitimate expenses.

2. No Universal Agreement on:

- (a) Participation of freshmen in outside games.
- (b) A specified number of separate academic years in which a student may participate in intercollegiate athletics.
- (c) Training tables and training quarters.
- (d) Post-season games.

B. Summary on Rules of Eligibility.

1. There is a fairly universal agreement on:—

- (a) One year residence requirement (i. e. in conferences made up of the larger institutions).
- (b) Participants must be bona fide students.
- (c) Only undergraduates may participate.
- (d) Entrance requirements.
- (e) Certification of athletes.
- (f) Non-participation of delinquent students.
- (g) Limit (in years) of participation.
- (h) Playing under an assumed name.

2. No universal agreement on:—

- (a) Scholastic requirements.
- (b) Transfer ruling (migrating students).
- (c) Outside competition.
- (d) Definition of amateurism.
- (e) Attitude toward "Summer Baseball."
- (f) Student compensation.

C. Marked Deviations in Conference Rulings.

1. General Regulations.

- (a) *Concessions* under the control of the athletic authorities shall not be awarded to students ex-

cept under competitive bidding. The awards must be approved by the university eligibility committee. Table I, No. 23.

- (b) *Summer Training Camp Permitted*: No member of the conference shall maintain a summer training camp, except upon its home ground. Table I, No. 32.

- (c) *Debarred Players Reinstated Only at the Annual Meeting*: Upon petition, and for cause shown, the conference may, by a majority vote, at the annual meeting only, reinstate debarred players. Table I, No. 41.

2. Rules of Eligibility.

- (a) *All members of the Squad Eligible for the Entire Season*: No person shall participate in any intercollegiate sport unless one week before the game he shall be carrying satisfactorily, two-thirds of the normal hours (2/3 of the normal work of the curriculum in which he was enrolled for the last semester or quarter of residence previous to participation). All members of the squad found eligible at that time shall be declared scholastically eligible for the season in question. Table II, No. 27.

- (b) *Player Ineligible After Once Failing Scholastically*: A person who was conditioned or failed in a subject and then made it up will not be eligible. He may make up an incomplete and be eligible, it being understood that an incomplete means notebooks, drawings or a failure to have all laboratory work in. Table II, No. 28.

- (c) *A Player Who Transfers Is Barred*: If a student has competed in intercollegiate athletics in an institution granting a standard degree, such student shall not be allowed to take further part in intercollegiate

athletics if he transfers to any institution which is a member of the conference. Table II, No. 30.

- (d) *Varsity Letter from Another School Bars One:* No migrant student who has obtained a varsity letter in another institution shall be permitted to participate in that sport in intercollegiate athletics. Table II, No. 33.

- (e) *"Summer Base Ball" Permitted:* A contestant must not have used his knowledge of athletics for financial gain except that he may play "Summer Base Ball" with teams not in leagues under the jurisdiction of the National Base Ball Commission. Table II, No. 34.

- (f) *Professionalism Permitted During Summer Months:* No student shall represent an athletic club or organization, baseball or team other than his institution from the opening of the fall quarter or semester to the close of the spring quarter or semester, provided that students not in training as members of freshmen or varsity squads may compete on church teams. Table II, No. 36.

- (g) *Attendance in an Off Campus Department Bars One from Participation:* Persons registered in departments of institutions which are situated at other places than where the parent institution is situated, shall not be eligible to participate as a member of the conference. Table II, No. 34.

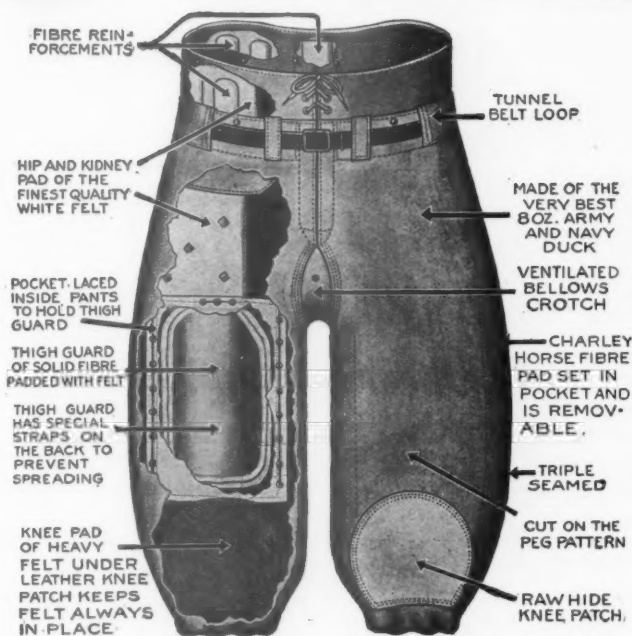
- (h) *A Player Cannot Write Articles on Athletics for Outside Journals:* No student shall represent his institution in any contest who, while a registered student, writes articles on sports in which he is participating, for publication in any newspaper or journal other than those of his own institution. Table II, No. 41.

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Summer Preparations for Football

By John L. Griffith

In June the coach's fancy turns to thoughts of football. Then the baseball season of 1926 is behind and the next season is far away; the baseball and track championships have with few exceptions been lost or won but in a few short months football will be with him again. Years ago when we knew less about athletics than we do today, the coach gave but little thought to football until he arrived on the campus in the fall and the players gave little attention to their pre-season training. In fact, most of them had the mistaken idea that they would become stale during the football season if they did any work in the summer time. The change that has come about is all for the better.

The Coach

The coaches who are advancing in their profession are with few exceptions those who, realizing how little they know about the game, strive eagerly to learn more of the technique of athletic coaching. In increasing numbers the coaches are attending summer coaching schools. Here they not only form contacts with other athletic men that are valuable and exchange ideas with the others, but they learn from successful college coaches the best methods of coaching and thus they return in the fall far better equipped for their job than they would otherwise be.

It is a mistake for a coach to think football all summer long. He works during the year under a strain and he should give some time to other thoughts and interests than football. In this connection many of the coaches who attend the summer schools have found that they not only had time to pursue certain academic courses in addition to their athletic work but that they were well repaid for this extra effort. While the coach is more or less of a specialist, yet the demands that are now made upon him along different lines make it obligatory for him to learn to speak in public and to talk intelligently about other things than athletics.

A great many coaches drive in their cars to the different coaching schools and plan to spend some time after the close of the session in travel. The athletic men as a class travel more than most people because of the nature of their duties and as a result they are more or less a cosmopolitan group. Athletic coaches are quite generally national-minded. That is, they are familiar with the athletic events hap-

pening throughout the nation, they study the leaders in athletics and think in terms of national athletics. There is probably no other group of educators better versed in modern developments in a specific field than the athletic coaches.

Before the coach goes away for the summer he should ascertain what men are eligible and should determine which of those who are ineligible for interscholastic reasons can become eligible by working through the summer. Further, he should secure the addresses of his men, find out what they intend to do during the summer and from time to time write each either a form letter or a special letter. Toward the close of the summer it is advisable for the coach to write each of the candidates for his football squad at least once a week suggesting ideas of training, matters to think about regarding football and other helpful suggestions.

In addition to studying the men, the coach should formulate some kind of a plan of campaign for the fall season. This should be based upon his knowledge of his material, character of the schedule and the traditions of his college. Many coaches, however, make the mistake of deciding definitely on their plan which is not flexible enough to permit of necessary changes. No coach can foresee all circumstances and it is a mistake to adhere too closely to the procedure adopted several weeks before the season opens. On the other hand the coach who changes his plan and plans every week will surely have plenty of disappointments. A young coach who is just learning the game is apt to lack confidence in his own ability and knowledge.

Consequently he adopts every new idea that comes to him. After a while, if he lasts in the game, he learns to disregard the things that have not proven satisfactory and thus he gradually works out his own system of football.

The Player

When summer time comes the men who honestly aspire to succeed next fall in football should give some time to preparation for the game. The best distance runners usually are the ones who start their training in the fall and then do their best work six months later and the best football players are the men who train judiciously the year around. If a boy spends his summer in idleness he will not be fit for football training in September. If

possible a boy should seek employment that will insofar as possible keep him outdoors. Hard manual labor is usually the best for the growing young man who has just spent nine months in the study and class rooms. Hard work not only disciplines the body but also hardens the will to endure. With our growing wealth there is indeed danger that our young men will become soft in mind and body. We are all as lazy as we dare be and if a boy does not have to work hard there is not much reason to believe that he will punish himself by engaging in hard work. The boy, however, who aspires to succeed in athletics very often will choose labor that demands from him some sacrifice. This is one of the great benefits of athletics. By all means then, the athlete who will spend his summer in hard work rather than idleness may expect to reap the reward the following fall by being in shape to do his best in football, and what is more important he will find in later years that the training which he received was invaluable in preparation for the game of life.

This does not mean that a boy should over-work during the summer. Now and then a man is found who starts in on a job in the summer when he is not in such good shape for the hard work as the others with whom he is employed and as a result he may suffer some injury. Every boy should gradually toughen himself for the work that he is to do and if possible he should allow himself some time for play. Swimming, baseball and tennis are all good training games and are to be recommended for men who are training for football. Golf is a great game but is not so valuable as the others mentioned for the boys and young men who desire to get in condition for one of the most strenuous bodily contact games which we have. The value of a great kicker or passer or receiver of passes or kicks is becoming more and more recognized in football. Harry Kipke, All-American back on one of Yost's famous Michigan teams practiced kicking all summer until he could place a ball just about where he wanted to. Kipke was a genius in the kicking department of the game and a great deal of his success may be attributed to the fact that he practiced assiduously during the summer time. Aubrey Devine who was chosen as All-American quarterback because of his excellent playing at the University of Iowa some years ago, as a high school boy worked hard

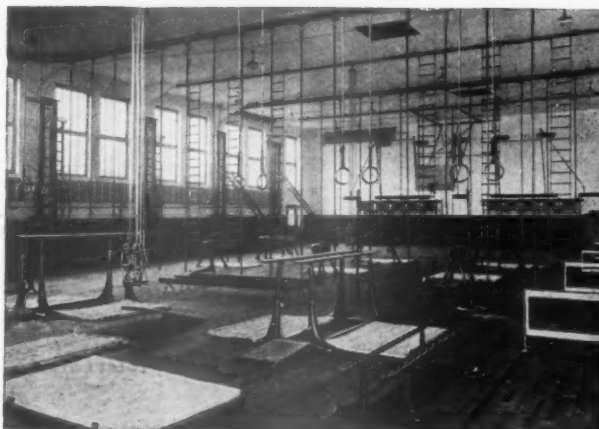
during the summer time and he and his brother practiced throwing and catching the ball nearly every night on a vacant lot in Des Moines. Devine was one of the finest exponents of the art of passing on the run that the game has developed and a great deal of his success in college was due to the fact that he had perfected the technique of passing before he ever reached college. A great center years ago worked on a farm during the summer and after dinner every noon and after supper every night practiced passing a football at a target. He became so adept that he could snap the ball back between his legs and drop it in a barrel or shoot it through a hoop at different distances and with varying speed. Next fall the papers will undoubtedly sing the praises of certain great players and will insist that they were natural passers, kickers or receivers, while if the facts were known, these men perfected their style during the summer time.

The best football players are those who think football and work out different situations that may arise in a game. The player who really has his heart set on excelling in the football game may well think in advance of the manner in which all of his moves should be executed and should ask himself over and over again as to what he would do under given conditions. If he is in doubt as to whether or not he has thought the thing out properly, then he should write to his coach and check up with him on his decisions. Important decisions on the field must be made in less than a second's time very frequently. The writer once suggested to Mike Gibbons, the great boxer, that Mike did not need to think what he would do under given conditions. Mike, however, replied "I had to think these things out when I began boxing but I have been boxing for twelve years and I have done these things so many times that it does not take me long now to decide what is the proper move to make."

It is a mistake for a high school boy or a college student to lay aside his books entirely in the summer time even though he may not wish to study in advance the courses which he is to take next fall. If he is wise he will do a certain amount of collateral reading. The summer is a good time in which to read many of the standard books which every educated man should read. Frequently because of pressure of time and work it is not possible for a student to do the reading that he desires during term time. Further, business and professional men find it very difficult to do as much reading as they should after graduation from college. Consequently it is

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desirable that a boy should do as much reading as he can while still in his teens. Every young man should realize that his future success depends upon his early preparation and the boy who makes good use of his time in the summer as well as during the school year will never regret it. Twenty years from now each young athlete of this generation will appreciate the philosophy of the poet who said "For they, while their companions slept were toiling upward in the night."

The Manager

The athletic departments of our great universities are for the most part these days splendidly administered and are conducted according to business principles. The head of the athletic department if he is successful must have business and managerial ability. All of these men take good care of their athletic equipment, repair the articles that are worth repairing and store them away in such shape that they will be available for use in the fall. Every director of the department before school closes in June should see to it that his old football equipment is cleaned, repaired and stored away under lock and key. The managers in the larger institutions place their orders for football equipment as early as possible in the spring or summer and thus they are not compelled to wait for deliveries in the fall. The indications are that the 1926 football season will make very heavy demands on the manufacturers of football goods and it may be that the coach who postpones ordering his equipment until next September will have to wait several weeks for shoes, jerseys, football pants, etc.

By this time of the year the football schedules for the most part have all been completed. If any manager, however, has open dates he should, if possible, fill these during the summer time. Further he should by all means arrange for his officials insofar as possible at this time. The manager who puts everything off until the last minute is the one who neglects to attend to a great many essential details. The summer is also a good time in which the manager should take pains to see that the football grounds are properly cared for so that playing conditions will be as nearly ideal as possible in the fall. On some of the best stadiums the ground keeper with meticulous care looks after the sod of the playing field throughout the summer time. There are always repairs to be made in the stands and the fences and early attention to these details will pay.

In conclusion, if when the men come back in the fall they find that every thing is in readiness for them it has

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a good psychological effect upon them. If the thing is worth doing at all, it is worth doing right and the winning teams next season for the most part will be those that are coached by a man who has given time and thought to his job, made up of players who are willing to pay the price of victory, and managed by men who have executive ability and who do not neglect details.

Western Interscholastic Records

(Continued from page 19)

- N. Y., Jan. 16, 1915.
 12-lb. shot put—56 ft. 3 in., Clarence Houser, Oxnard H.S., Fillmore, Cal., Feb. 18, 1922.
 16-lb. shot put—46 ft. 1-2 in., Ralph G. Hills, Hill School, Pottstown, Pa., April 23, 1921.
 12-lb. hammer throw—197 ft. 1-2 in., L. J. Talbott, Washington, Pa., May 25, 1907.
 Discus throw (8 ft. 2 1-2 in. circle)—145 ft. 6 in., Clarence Houser, Oxnard H.S., Santa Barbara, Cal., April 13, 1921.
 Discus throw (7 ft. circle)—141 ft. 7 in., Clarence Houser, Oxnard H.S., Fillmore, Cal., May 13, 1922.
 Junior discus throw (7 ft. circle)—173 ft., Clarence Houser, Oxnard H.S., Carpentina, Cal., March 25, 1922.
 Javelin throw—184 ft. 9 1-2 in., H. B. Liversedge, Stanford, Cal., April 11, 1914.

Chats with Coaches

The football rules committee and the football coaches' association are co-operating with the Walter Camp Memorial Committee in making plans for the memorial which is to be built at New Haven. It is estimated that the memorial will cost approximately three hundred and fifty thousand dollars, one-half of which is to be raised by Yale University and the other half by the football coaches in the schools and colleges. The country has been divided into districts and the money will be raised next fall at football games played throughout the country.

Lake View won the Iowa State Baseball Tournament May 14 and 15 when it defeated Hull in the finals. The sixteen teams that were permitted to compete were a selected group. The Department of Physical Training of Iowa State College, where the meet was held, chose the competitors on the basis of the season's performance. During the 1926 high school season Lake View won ten games and lost one. Her total score was 113 to the opponents' 22. H. E. Billiard of Morningside College is Lake View's coach and P. K. Gardner of Drake, superintendent.

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Chats With Coaches

A Prominent Coach Makes Suggestions for Changes in the High Jump and Starting Rules

The High Jump

THERE has been a great deal of discussion regarding the high jump since Horine and the other California jumpers began using what is now known as the Western style of high jumping. Before the day of these men the Sweeney style was the accepted form used by most athletes and taught by most coaches. When Osborn's jump was ruled as legal by the Olympic officials most coaches ceased talking about trying to legislate against everything but the Sweeney style of jumping. In this connection, whenever the California style is used the question is apt to be raised as to whether or not the jumper holds the bar on the pins with one of his arms. Walter Christie, the veteran track coach at the University of California has a reasonable suggestion for a modification of the rule which undoubtedly would go a long way toward eliminating the jumpers who hold the bar when clearing it. His suggestion is that one of the supporting pins should project toward the jumper and the other pin toward the pit and that the pins be two inches instead of three inches in length. Some of the coaches who have jumpers using the Western style may be interested in experimenting with this suggestion and in reporting through the Journal as to whether or not this rule should be changed.

Talking to Athletes on Their Marks

Another suggestion that has been made regarding a change in the track rules is that some provision should be inserted which would make it possible for the starter to penalize a competitor who while on his marks chatters or talks for the purpose of disturbing opponents. The rules as at present do not provide a penalty for such unsportsmanlike conduct. If this practice develops, certainly the rules committee will necessarily have to take cognizance of it and do something as a means of punishing unsportsmanlike acts of this sort. This should be a matter of consideration for the track coaches, however, and should be covered in the track coaches code of ethics.

Number of Men in Physical Activities At the University of Minnesota

Following are the summaries of the number of men engaged in athletic activities as provided by the Depart-

ment of Physical Education of the University of Minnesota for the year 1925-26: Football 632, basketball 1,053, swimming 335, tennis 339, cross-country 300, gymnasium 75, bowling 332, horse shoe pitching 47, playground ball 432, handball 500, Sigma Delta Psi 744, boxing 84, basketball free throw tournament 138, corrective classes 270, required work 1,314, winter sports activities 470, fencing 71, volley ball 75, baseball 535, track 700, wrestling 70, golf 174, hockey 234, total 8,844. The total male enrollment in all colleges is 6,436 and the total number of men without duplication in all departments of physical education 5,500. There are some rather interesting facts to be gleaned from a study of the foregoing figures, among which may be noted a large percentage of the men enrolled in the university engaged in some kind of physical education activity this year. The work is only required of underclassmen and all others are urged by the department of physical education to enroll in some of the activities. It is interesting to note that of the 8,844 listed in the total, 1,584 were in required and corrective work. The others were members of the varsity or freshman varsity teams or engaged in intramural athletics. Further, 632 were given training in football. This is more than were enrolled in baseball even though baseball is a far better intramural game than football. This helps to refute the argument that where a sport is highly organized for intercollegiate athletic purposes that it necessarily means that only a small number will engage in the sport. Football has always been a very popular game at Minnesota and baseball until recently has not been given a great deal of attention.

Floyd Wingo, Commissioner of the Arkansas Intercollegiate Athletic Conference

At a meeting of the Arkansas Intercollegiate Athletic Conference recently Mr. Floyd Wingo of Stuttgart, Arkansas was elected Athletic Commissioner for the Conference.

Physiological Effects of Cross Country Running in High School Boys

Mr. L. W. Olds, Associate Professor of Physical Education, Michigan State Normal College, has made some studies relative to the physiological effect of cross country running on boys of high school age. The test on

which the conclusions were based was given boys whose ages ranged from fifteen to nineteen years with the majority under seventeen years of age. The course was limited to two miles. Mr. Olds found that the average loss of weight for the thirteen contestants in the race was one and one half pounds and that five days after the race the average gain in weight was three and one-half pounds. Mr. Olds' conclusions in a general way are that the race is not too severe. He recommends that at least six weeks training is necessary.

The Place of Interscholastic Athletics on a High School Program

C. W. Whitten, Permanent Secretary of the Illinois State High School Athletic Association, delivered a very interesting address on the above topic at a high school conference recently. The report of the speech has been printed and no doubt copies may be secured from Mr. Whitten if those desiring such will make their wants known to the Permanent Secretary, De Kalb, Illinois. The closing paragraph of Mr. Whitten's address presents much food for thought. It is as follows:

"And so my appeal is for a rigid control of interscholastic athletics in the interests of our educational objectives. In gaining this control we shall have to overcome some very fundamental traits of human nature. But let us not succumb to that traditional slogan of the pessimist, 'you can't change human nature.' As a matter of fact we are daily changing human nature. In large measure that is the chief function of civilization. We must educate, first, our principals and faculties to the end that we shall all understand the aims and methods of our athletic programs. And, secondly, we must educate our public to the end that they are willing to reposes the athletics along with other educational activities in the hands of the educational experts. And with these accomplished we shall have at hand for the discipline and nurture of our youth an instrument of education not excelled by any other subject or exercise included in the high school curriculum."

The Relation Between Interest in Sport and Academic Success

In the April number of the Physical Education Review is presented an interesting article prepared by Luella

Cole Pressy and Willie Stephens of Ohio State University. These investigators report that "Among the men the good students showed most familiarity in practically all the more active sports with most marked superiority in baseball, wrestling and boxing, skating and horseback riding. The poor students excelled in billiards and pool, apparatus work and craps. It appears to be true, in general, for both sexes that good students excel in vigorous outdoor sports, while the poor students are best in indoor non-athletic amusements and games involving chance."

A City Athletic Director

Mr. J. Doyle Farrington, Secretary of the Houston Amateur Baseball Federation, conducts in his city a school for boys and young men who care to learn some of the technical points of baseball. Mr. Farrington is not only interested in teaching the technique of the game and in getting large numbers to play but is also using athletics in the city of Houston as a means of teaching sportsmanship. In a recent bulletin issued by his department to the competitors were the following verses:

The Test of a Man

"The test of a man is the fight he makes,

The grit that he daily shows;
The way he stands on his feet and takes

Fate's numerous bumps and blows.
A coward can smile when there's naught to fear,

When nothing his progress bars,
But it takes a man to stand up and cheer

While some other fellow stars.

"It isn't victory, after all,

But the fight that a brother makes;
The man, who, driven against the wall,
Still stands erect and takes

The blows of fate with his head held high,

Bleeding and bruised and pale,
Is the man who'll win in the by and by,

For he isn't afraid to fail.

"It's the bumps you get and the jolts you get

And the shocks that your courage stands,

The hours of sorrow and vain regret,
The prize that escapes your hands,
That test your mettle and prove your worth;

It isn't the blows you deal,
But the blows you take on this good old earth

That shows if your stuff is real."



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ATHLETIC GOODS

What the Editors Say About Athletics

Many Editors Who Have Commented on the Report of the Committee of the American Association of University Professors Relative to Football Are of the Opinion That the Professors Err When They Think That They Can Make Academic Work More Interesting by Making Athletics Less Interesting

Harvey Ingham of the Des Moines, Iowa, Register in the following editorial suggests that "it would be wise for the professors to strike out less against football and to strive more to emphasize education":

Placing the Emphasis

"If football was wholly bad or more bad than good it would not be difficult to arrive at a conclusion as to what to do following the indictment returned against it by the committee of the American Association of University Professors. But football has much on its side, and the problem seen by the instructors is not to be met by so simple a step as wiping it out.

"It is true that the glorification of gridiron stars does harm to these spectacular performers and diverts too much of student emphasis toward emulation. It is true that class work is interfered with. It is true that there is involved in the conduct of the game dishonesty in some unmeasured degree.

"But it is also true that this talk about over-emphasis of football has grown louder at the very time when college enrollments were swelling. Without football or its equivalent, contributing dramatic and distinctive elements to college life, it is certain that collegiate education itself would sustain a loss in emphasis and interest. Without the loyalty to alma mater stimulated by football many of the finer values would be depreciated.

"Likewise it is true that the disappointments following stardom are not without their enlightening influence. Graduates must be able to weigh the incidental and the fundamental and it is by no means certain that undergraduates are not learning to distinguish between an enthusiasm for an avocation and steady, consistent loyalty to essential things.

"Who believes that if football were thrown out bodily student interest in class work and its corollaries would gain even an important part of the emphasis and energy that had been going into the sport? Who believes that if the cheap books and true-story magazines were eliminated their readers would turn at once to reading of a better sort?

"Football is by no means the main business of college, but in attacking the over-emphasis on it there must be regard for the fact that it stands for something other than itself. For the administrators it would be wise to strike out less against football and to strive more to emphasize education. The university professors themselves should not be averse to a new emphasis on making scholastic news, a new emphasis on faculty salaries, an improvement in instructional personnel, a new drive on the things that will arouse in the young people a more insistent following of the gleam."

The Daily Illini, a student paper at the University of Illinois, in an editorial "Three Charges Against Football" in the issue of April 30th suggests that "Faculty control of athletics is fairly definite in most schools" and that "Eligibility rules for athletes are stricter than those for men in other activities":

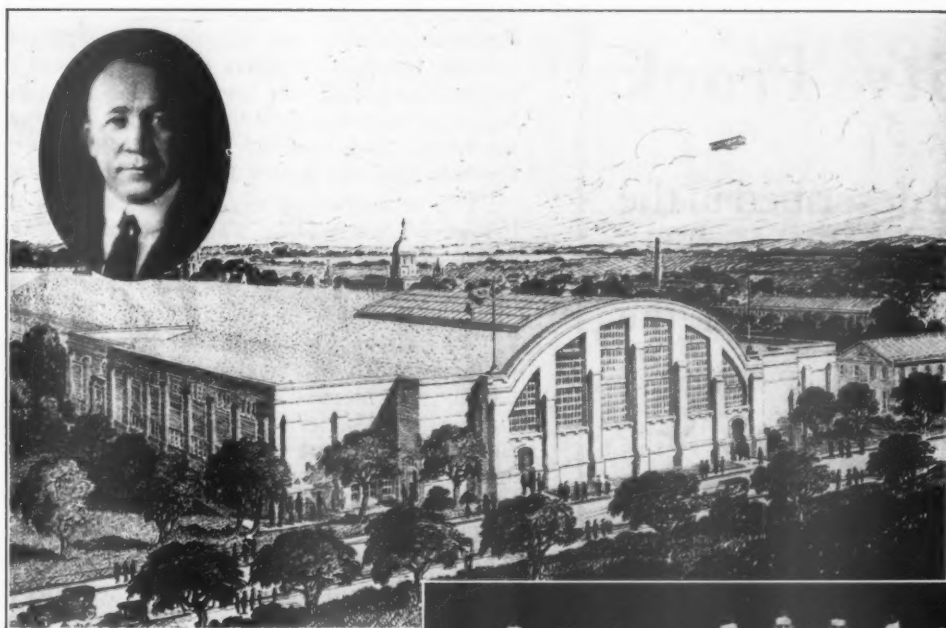
The Three Charges Against Football

"The echoes of football still rebound sluggishly from the sweltering steepes of Parnassus; the latest comes from an association of pedagogues who have declared that intercollegiate football is an evil which should be abated or even eliminated from what they term its top-heavy position in colleges and universities. The charges brought by the educators are threefold: first, the big games cause drinking; second, they encourage gambling; and third, they are placing too much emphasis on varsity sports, and threaten to run away with higher learning.

"Big games do cause some drinking, and often they cause a great deal of drinking, but the causal relation goes deeper than pigskin and gin. Any occasion of doubtful issue or of contested outcome inducts a mental strain which, when over, men seek to forget or exaggerate by artificial stimulants. Men get drunk over weddings, over elections, over births, over passing bar examinations, and over graduating from college,—always in proportion to the mental strain and doubt over the outcome. The element which causes drinking is the doubt, and a football game which comes out as everyone expected it to, causes very little drinking. Football causes drinking to no alarming extent, and to no greater an extent than these other occurrences do. If we are to curtail the number of football games—which, while not so essential as weddings and the like, are still important,—we must also curb college graduations, bar examinations, and presidential elections.

Big games cause gambling for the same reason that they cause drinking: they have the element of chance, and a man is always moved to wager his judgment against that of another in any event of dubious outcome. Men bet on the elections to honor societies, on the averages they will make, on whether the next street car will be the right one, on whether they will be enamored of the same girl six weeks hence, on whether the instructor had eggs for breakfast, and whether it will rain before noon. The interest in a football game is partly due to the element of chance, and men will always wager on anything which has an element of chance. Football encourages no more betting, throughout a year, than these other incidents do. Merely because the games are packed into one season, the betting is more noticeable. If we are to cut down on football because it encourages betting, we must also restrict honor societies, street car service, and egg-laying.

"Finally, as for the charge that varsity athletics are running away with higher learning,—we doubt it. Physical training is an important part of education, as classicists who know the Greek universities will verify. The college students should be trained in sports and physical recreation as well as in book-lore. The varsity teams give that training directly to hundreds and indirectly to thousands. Great hordes of candidates benefit by the direction of Zuppke and his assistants, and the receipts from football games help



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Side—Notre Dame's 1924 National Champions

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"Faculty control of athletics is fairly definite in most schools of which we know anything. There is little danger that the football team will run away with President Kinley and the council of administration, because the faculty keeps a steady, and if need be, a restraining hand on the throttle. Eligibility rules for athletes are stricter than those for men in other activities, and recently released figures prove that football men are better than average students.

"The schedules of varsity teams seem to be none too pretentious. Big Ten schools permit no post-season games, and complaint has been bitter that the so-called Big Three do not play other schools farther away from home.

"We respect the opinion of the educators, because we agree with the tendency which they point out—namely, the increasing importance of athletics in colleges, and we believe that this increase should be carefully watched, but we disagree with the conclusion drawn from the tendency,—namely, that this tendency is a dangerous one, and causes more damages than it is worth."

The New York Times, April 27th, comments on the recent attack on football in an editorial "Football Prohibition." The editorial ridicules the statement from the Professors' report to the effect that "The sheer physical size of the stadium dwarfs the significance of the library, laboratory and lecture hall" and recommends that the Association of Professors concern itself with "the need of more intimately personal teaching." The Journal has for years been suggesting that if the stadiums were closed, it would not necessarily follow that the students would thereby turn the attention, which they now give to athletics, to intellectual pursuits. It is seldom advocated these days that athletic training is bad for those who receive such training. In fact, the professors do not hold to this opinion since they are concerned that more boys be given an opportunity to engage in athletics. The whole fallacy of their thinking lies in the assumption that, if a limitation could be placed on athletics, somehow the students and alumni would then manifest more enthusiasm for the work, in which the academic professors are engaged.

Football Prohibition

"It has long been evident that there is need to lower the level of excitement during the college football season. That there is also need to raise the intellectual life of the student body has of late become painfully obvious. But the idea that young men may be made to hero-worship scholarship by blocking their tendency to hero-worship athletic prowess involves a nonsequitur of the kind that led to the Volstead act. Questions of moral character are not solved by even the most arbitrary and stringent prohibition. Yet this is precisely what the American Association of University Professors intends. The degree of its illogic may be gauged by the following: "The sheer physical size of the stadium dwarfs the significance of the library, laboratory and lecture hall. Has learning, the life of the spirit, ever made a confession so ignominious?"

"Inherent in the report is a misconception of the nature and function of intercollegiate contests. It

admits that football is 'a good sport and an interesting sport'; that it provides a 'clean and interesting topic of conversation.' It even admits that it 'creates a strong sense of common interest.' But it quite fails to recognize that football is and does all this because it appeals powerfully to the undergraduate's emotional nature. The problem is psychologic. During the four years in which the genus homo normally makes his first contacts with the great realities of life, these young men are segregated in a semi-monastic existence. A few of them have a native love and respect for things of the mind and spirit. Many submit, for the most part willingly, to the influences of learning and culture. Yet one and all are starved for vital experiences. Intercollegiate contests mean loyalty and self-sacrifice, heroism and its possible triumph. Young men would be less than human if, on the day of the Great Game, victory or defeat did not seem something more than 'a clean topic of conversation,' more even than 'lectures and collateral reading.' To the athletes engaged, an intercollegiate contest is an experience in courage and self-control invaluable in after life.

"That all this intensity of feeling gives rise to distortion of perspective, to over-emphasis on victory even to moral lapses, undergraduates themselves are aware. In all our leading universities the student bodies have been advocating those reforms—with one notable exception—which the American Professors would make the subject of arbitrary prohibition. The forces of enlightened self-government are as notably in advance of the Association of Professors as they are in advance of the rah-rah graduates of excessive enthusiasm and defective mentality who have assumed supervision of intercollegiate sport. The single exception is the professor's demand that no man shall represent his university more than a single year. That would deprive any sport of the major portion of its interest as a contest of trained skill. More than that, it would destroy its significance as a university 'match.' There is no fear that it will be adopted.

"Presumably, the Association of Professors is alive to the need of more intimately personal teaching, of more comprehensively grouped honor schools, of a daily life and a daily contact between teachers and taught remodeled along the lines of the English college. If that is once accomplished, they will no longer find themselves abashed by the comparative size of lecture hall and stadium."

The Syracuse, New York, Standard holds that if the alumni bring liquor to the fraternity houses or hire athletes that this should not be a reflection upon football or the management of football, but rather it is a reflection upon the alumni. A Chicago newspaper the other day in its news columns carried a story to the effect that forty-five ministers had been arrested in the City of Chicago in the last year. This is no reflection upon the church. It is a reflection upon the men who have been false to the teachings of the church. The A. A. U. P. Committee suggests that administrators are tempted to declare ineligible men eligible. This in turn is no reflection upon football but it is a serious reflection upon college professors and college administrators:

An Indictment of Football

"The American Association of University Professors finds that football is 'a good and interesting

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sport' and proceeds to indict it for evil influence, as no college sport has ever been indicted before.

"The intercollegiate game with its mammoth crowds, its financial return, its apotheosis of the star players and the student and public interest it arouses creates 'a distortion in values,' says the committee. There can be no doubt of it. The undergraduate gets a false sense of its importance compared with other affairs of life. In fact the high school students acquire the same false sense of importance. The excitement over the big games so absorbs the student mind that he has not for weeks room in it for the intellectual nutriment. Football becomes a main objective in college life. 'The distortion in values' is damaging to higher education, and to high school education as well.

"There are objections, not applicable to all colleges engaging in intercollegiate athletics, all of them applicable in many colleges, that are confessions as well as objections. 'Football brings to the fraternity house alumni out for hilarious rejuvenation who bring liquor with them and drink together or with undergraduates.' It is true, but it is no reflection upon the game or the management of it. It is reflection upon the alumni. It is almost equally the fault of the alumni that the 'crudest form of dishonesty' in hiring athletes is so common. No college has warrant for charging against a fine and manly sport the despicable conduct of its own graduates. The college authorities can with reasonable diligence prevent dishonesty in the securing of athletes and bootlegging in the chapter houses.

"The committee presents as a remedy the proposal of Dr. Fauver of Wesleyan,—the limitation to one year of student participation in intercollegiate athletics. It proposes that this plan be tried by a group or groups of colleges accustomed to play together. It is a drastic remedy. As Yale, Princeton and Harvard are represented on the committee, it is fair to suggest that they try it out. Their influence would be greater than any other small group."

The Brooklyn Eagle in an editorial April 20th makes it clear that it does not believe that the only way to purge the game of football is to kill it. It is sometimes easier to destroy an institution than it is to administer that institution's affairs with honesty and sobriety, but it does not necessarily follow that the easiest way is necessarily the best way. This is hardly a plan that could be safely recommended for physicians to follow in treating the sick. Of course, in this case football is not sick. It is instead, according to the professors, too healthy. Neither is this a policy that any but an anarchist would apply to our government, the administration of which is far from ideal. The men who are developing athletics along the right lines in America and who after all may be depended upon to preserve the game of football, are the ones who with infinite patience, courage and belief in their fellow men, realizing the frailties of human nature still go about their tasks of administering one of our most popular human activities as decently and honestly as it is possible.

Death Cures All

"The American Association of University Professors, having at last awakened to the fact that many connected with our colleges view football with alarm, promptly and pedagogically offer a remedy which, in effect, is this: 'If thy right hand offend thee, cut it off.' The faculty has always been somewhat skept-

tical of football, yet the faculty all these years has had the bugaboo waxing greater, right under their noses. Their confession of the 'menace' of college football would therefore amount to acknowledgement that they have failed in a trust.

"Among the evils ascribed to college football are some which amount to so much pish and tosh. To argue against football games as a means of encouraging drinking opens up an alarming field for reform. The alumni are principally responsible for the prevalence of flasks at the games, just as the alumni are alone responsible for liquor at class reunions and high jinks at commencement. To seek a curb on football for this reason is to demand a curb on such other activities and no member of the faculty has yet come out against class functions, patronized by alumni. So far as the gambling fever besets football, it is a fact known to all that betting on games was decidedly heavier in the old days of stand-them-up-and-knock-them-down football than today. The cry that students neglect their classwork is heard in the spring, when the crews are on the lakes and rivers and the glee clubs are making their tours. Football is not the only cause of 'skinning by' in courses.

"The problem of the tramp athlete has been solved at Harvard, Yale and Princeton by the rule which bars transfer students from varsity sport. The suggestion to cut the schedule to four games would only intensify the interest of alumni and undergraduates in those four contests. To limit varsity participation to one year would only serve to place a heavier demand upon the stamina and courage of the players.

"The fact of the matter is that the faculty is only following the lead of the undergraduate bodies in wondering what's to be done about football. And the suspicion will not down that in order to attract attention, they have gone further than anybody wants to go in suppressing football. Their cry against the best college game is traditional. So far as results are concerned, it would appear that whatever reform is accomplished will not come from them but from the students. Faculty disapproval is sweeping and their cure is drastic but it is to be doubted that the colleges are so steeped with sport that the only way to purge the game is to kill it."

The New York Herald Tribune believes that the schools and colleges need more rather than less sports and that the faculties need extra curricula activities quite as much as do the students. This editor does not agree that sports are a bad thing for intellectual balance and morale. Grantland Rice at a dinner in New York last winter suggested that twenty years ago the faculties were criticizing football because more students were not being given athletic training and that now when most of our colleges were providing training for all who cared to participate, the faculties were still criticizing football. The Journal has always advocated that the athletic department should do all that can be done toward making it possible for all of the students to engage in athletics and it believes that for the most part the athletic men, many of whom have been engaged only to coach the varsity teams, nevertheless have been largely responsible for promoting intramural athletics and have urged compulsory physical education laws:

Sports as an Antidote

"Another attempt to reform football is to be made. This time the initiative is being taken by the American Association of University Professors, with

Professor Ernest H. Wilkins, of the University of Chicago, as the head of a committee intrusted with the task. This committee, among other things, deplores the organized cheering at important games, declares that the sport as now conducted is destroying intellectual balance, finds that the players are neglecting their academic work and recommends a number of radical changes.

"If we are not in full sympathy with the committee it is not because we believe that football is being played under ideal conditions. In urging, as we did, the modification and restriction of the forward pass we pointed out that this reform would strike at the very heart of the present-day game. The rules committee showed wisdom in its decision limiting the use of the forward pass. From time to time it has been emphasized in these columns that catering to the craving for the spectacular was a dangerous policy, inevitably developing the spirit of commercialism.

"Professor Wilkins's committee suggests that college teams be limited to four games a season or that students be permitted to play only one year. Frankly, neither suggestion makes a strong appeal. The average football schedule is not too long and there is no reason why an undergraduate's football career should be fixed at one year. On the other hand, we agree that undue emphasis is placed on football prowess and skill. Of course, it is a ludicrous situation in which the football star is glorified and pointed out as the highest product of the university. True, he may be, but not solely because he can run faster, kick farther and dodge more cleverly than his classmates.

"What do our university professors seek to accomplish? Do they want to turn out specialists or well

rounded men? The football player should enjoy no academic privileges not shared by his non-playing classmate. If he fails to maintain the academic standard he should be dropped from the football squad just as he would be by the coach if he broke training rules. Incidentally, the college authorities might profitably investigate the whole question of work. Are the undergraduates overworked? Are the professors so overburdened by their academic duties that they have no time for sports and social intercourse with the students?

"In our opinion the schools and colleges need more rather than less sports, and the faculties need extra curricula activities quite as much as do the students. The greater the number actively interested in games the less worry there will be over drinking and gambling. He is an abnormal youth whose interest in some form of sport cannot be developed, provided he is taught that participation rather than victory is the essential thing. Sports are not a 'bad thing for the intellectual balance and morale.'"

The Standard Union of Brooklyn, New York, believes that the one-year limit for players as suggested by the A. A. U. P. would kill the game and hints that this was what the professors who signed the report desired. There are many who have read the report of this committee who have found it difficult to believe that the professors were honestly interested in improving football; rather they have been forced to the conclusion that the men who made the recommendation down in their hearts believed that, if the recommendation were in operation, the game would die a slow death.

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A Spring Assault on a Fall Game

"College football is peculiarly well constituted to stand a savage attack from college professors in the last week of April. It will be difficult to enlist spring-time opposition to these rude slams at the autumn pastime, even when they reach such heights of descriptive eloquence as this:

"The game itself is occasionally marred by drunken shouting, by fighting in the stands and by performance on the part of unauthorized sideliners. The football train, particularly on its return journey, is apt to be the scene of more or less disgraceful behavior.

"As the professors themselves might put it, all of that is more or less pretty bad. They make various radical recommendations to save the situation. They would have a one-year limit for players and a four-game season for teams, and coaches picked from the faculty. In saving the situation this would kill the game. The professors who signed this report could stand that; the football enthusiasts themselves can and will take it with equanimity in the springtime.

"Fall will come, the schedules will begin to operate, and all but forgotten will be April's strictures by the Committee on Methods of Increasing the Intellectual Interests and Raising the Intellectual Standards of Undergraduates of the American Association of University Professors. Perhaps, even probably the crowded stands will contain many enthusiastic members of the C. M. I. I. R. I. S. U. of the A. A. U. P."

The New York Mirror is not perturbed because a committee of professors has suggested that football leads to drinking. There are some who have attributed the so-called laxity of morals of today to sun spots. Others have blamed the war. Many have laid it onto the law makers and now certain men are con-

vinced that it is because of football. It would be interesting to know how many of the fifty-five hundred members of the A. A. U. P., most of whom are broad-minded scholars who think sanely and honestly, really believe that football has been responsible for the present day violations of the Volstead Act.

Football False Alarm

"No doubt with sincere conviction, the American Association of University Professors issues a statement solemnly condemning collegiate football. They say the game leads to dishonesty, neglect of work, and drinking.

"Isn't that too bad! Of course there are evils attendant on the growth of football to its present immense popularity. But the association's attack will strike most people as indicating that the profs, are just a wee bit jealous of the sport's importance."

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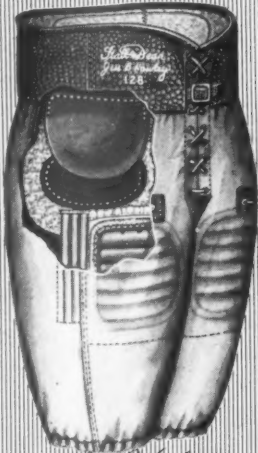
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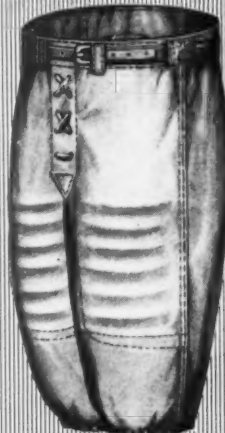
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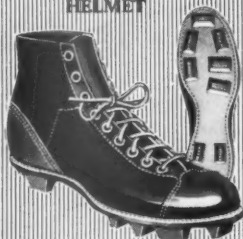
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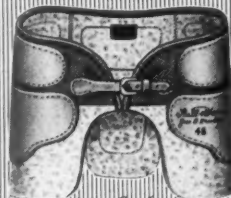
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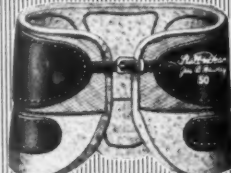
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1925			
DARTMOUTH	59	NORWICH	0
"	34	HOBART	0
"	50	VERMONT	0
"	56	MAINE	0
"	32	HARVARD	9
"	14	BROWN	0
"	62	CORNELL	13
"	33	CHICAGO	7
1924			
DARTMOUTH	40	NORWICH	0
"	52	MCGILL	0
"	38	VERMONT	0
"	14	YALE	14
"	6	HARVARD	0
"	10	BROWN	3
"	38	BOSTON UNIV.	0
"	27	CORNELL	14
1923			
DARTMOUTH	13	NORWICH	0
"	6	MAINE	0
"	24	BOSTON UNIV.	0
"	27	VERMONT	2
"	16	HARVARD	0
"	7	CORNELL	32
"	16	BROWN	14
"	62	COLBY	0
"	31	COLUMBIA	6



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